DOCUMENT RESUME

ED 102 431 CE 003 421

AUTHOR	Peters, John M.; Gordon, R. Susan
TITLE	Adult Learning Projects: A Study of Adult Learning in Urban and Rural Tennessee.
INSTITUTION	Tennessee Univ., Knoxville.
PUB DATE	74
NOTE	222p.
EDRS PRICE	MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS	Adult Characteristics; Adult Development; Adult Education; *Adult Learning; *Adult Students; Educational Research; *Independent Study; Individual Development; Individual Needs; Personal Interests; *Rural Population; Student Problems; *Urban Population
IDENTIFIERS	Adult Learning Projects; *Tennessee; Tough (Alan)

ABSTRACT

An extension of Alan Tough's original research on adult learning activities, the study surveyed large populations in rural and urban Tennessee to analyze learning patterns of adults engaged in learning projects. Data were collected from random samples of 277 adults in Knoxville and 149 dwellings in Monroe County. Tough's interview technique, an intensive probing of the adult's learning project activities occurring over a period of one year, was used to collect learning project data. Adults in Knoxville completed an average of 4.1 learning projects and Monroe County averaged 3.1 projects, which is below the number reported in related studies. Job-related projects and recreational projects were most popular with adults in both samples, while religious studies were more frequently conducted in the Monroe sample. Three-fourths of the adults interviewed directed their own learning projects, with approximately one-half needing additional help at some point. The major obstacle faced by members of both samples in conducting learning projects was lack of time. Most expressed a desire to continue their education but few desired formal credit. Rural adults seemed to have a low level of awareness of educational opportunities. The appendixes, bound in a separate 137-page volume, contain supplementary materials. (EA)

ED102431

BEST COPY AVAILABLE

ADULT LEARNING PROJECTS

A STUDY OF ADULT LEARNING IN URBAN AND RURAL TENNESSEE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

John M. Peters
Associate Professor
Department of Continuing
and Higher Education

R. Susan Gordon
Assistant Director
Department of Workshops
and Non-Credit Programs

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

1974

CE 003 421(a)

PREFACE

Adult educators of all types--administrators, teachers, and researchers--seek an understanding of the adult as a learner. Knowledge of the adult's learning abilities, his participation patterns and his learning styles is important to the educator who plans programs and organizes learning experiences for adults. Unfortunately, programs are planned and learning activities are designed without full understanding of the basis of the adult's behavior. One reason is that program planners and teachers of adults rely on such broad indicators of participation patterns as demographic characteristics of groups of adults, their own experiences in educational programs, and on past practice. Another reason is that the research that is currently available is largely ignored by the practitioner or is found to be lacking in its ability to guide practice. A third reason is that researchers are in the embryonic stage of discovery as they attempt to supply the field of adult education with knowledge that would contribute to more effective programs and instructional strategies for adults.

It was assumed by the writers of this report that, if a larger research base were built for the field, the first two reasons mentioned above would be of less concern. Put simply, more research with relevance to the practitioner's problems is needed in adult education. Moreover, new concepts need to be explored and new methodology needs to be employed so that the research can serve both the practitioner and the theory builder.

Tough (1971) began work in the early 1960's on what was later identified as "a fresh approach to theory and practice in adult education." His focus was on the adult's own "learning projects," or highly deliberate attempts to increase knowledge, develop a skill, or to change one's attitudes or habits. Tough was interested in examining learning activities from the viewpoint of the learner, to include what he learns, why he learns it, how he learns, and how other persons or things become involved in the adult's learning projects. His research has been largely directed toward understanding how learning proceeds in its "natural form" often outside artificial learning environments created by educational institutions. Tough's studies have indicated that adults conduct an amazing number and variety of learning projects on their own and employ processes normally reserved for the teacher who directs the learning activities of others. It appears that adults invest significant amounts of time, money and energy in such efforts, and reap great satisfaction from their efforts.

The adult educator can continue to offer educational programs for adults without full knowledge of the basis of adult behavior, much less their interests and preferred modes of learning. The educator can also continue to struggle to maintain a client base that will justify the existence of his program. In the meantime, the adult can go on learning in spite of the program offerings of educational institutions. The result is that too often the institution offers programs with little or no appeal to the adult, and the adult conducts his own projects without the benefits of the institution's resources.

Tough's work represents the kind of research that promises to enhance the chances of a more productive relationship between educational institutions and adult learners. His seminal research efforts have demonstrated the need for further studies that would build a base of knowledge about what the adult learns, why, and how such learning takes place. It was in recognition of the need to extend Tough's pioneering work that the present study was conceived and implemented. Specifically, the researchers felt that studies of larger samples drawn from different populations were necessary to develop the kind of conclusive evidence that would guide practice in adult education.

At the top of the long list of persons and agencies to be acknowledged for their contributions to the study is the Tennessee Valley Authority, whose funds were used to support the research project. Alan Tough must receive credit not only for his original research in the area, but also for his consultation with the project staff throughout the project. Gratitude is shared with Jere Farley

of TVA for his willingness to listen to an idea and his patience with the long and often frustrating period of implementation of the research effort. The work of the project assistants, Jimmy Farris and Kitty Wilcox, is gratefully acknowledged. They were often left with the routine details but handled them admirably. The data could not have been collected without the excellent work of the interviewers, whose names appear in the Appendix. Dean Jim Amburgey of Hiwassee College contributed thought and suggestions during our efforts to secure interviewers in Monroe County. A special note of thanks to Bill Tomlinson who programmed and directed the data processing for the project. Appreciation is shared with the department and division administrators, Bill Coffield, Bill Barton and Joe Goddard, for their support and encouragement throughout the project's life. We extend our thanks to the several typists and clerical personnel who labored over thousands of words in script and punched comparable numbers of holes in data cards. The time, efforts and advice of a special group of professionals were donated to the project during a special seminar held at the close of the project. Adult educators not already acknowledged who reacted to a report of the findings included Ed Brown, Pat Coolican, Donnie Dutton, Huey Long, and Paul Zarbach.

Finally, we owe the existence of our study and this report to the 426 interviewees who took the time to share with us the details of their exciting adventures in learning.

JMP
RSG

TABLE OF CONTENTS

INTRODUCTION. 1

Purpose of the Study 2

Design and Procedure 3

FINDINGS OF THE STUDY 8

Profile of Rural and Urban Areas 8

Profile of the Sample 9

What Adults are Learning 10

Why Adults Conduct Learning Projects 17

How Adults Conduct Learning Projects 21

Obstacles Encountered by Adults Conducting Learning Projects 32

Questionnaire Results 36

SUMMARY AND IMPLICATIONS 48

Summary of Findings 48

Implications for Practice 52

Implications for Research 58

BIBLIOGRAPHY 60

APPENDICES

APPENDIX A. TABLES 1
1. Distribution of Sample by Sex 1
2. Race of Participants 2
3. Marital Status of Participants 3
4. Level of Education of Participants 4
5. Distribution of Sample by Income Class 5
6. Frequency of Age of Participants 6
7. Distribution of Sample by Occupation 7
8. Mean Number of Learning Projects by Sex 8
9. Mean Number of Learning Projects by Race 9
10. Mean Number of Learning Projects by Martial Status . 10
11. Mean Number of Learning Projects by Ages 11
12. Mean Number of Learning Projects by Occupation . . . 12
13. Mean Number of Learning Projects by Level of Education 13
14. Mean Number of Learning Projects by Income 14
15. Number of Learning Projects by Location 15
16. Frequency of Projects by Skill or Knowledge 16
17. Distribution of Sample by Learning Project Environment 17
18. Percentage of Spare Time Devoted to Learning Projects 18
19. Distribution of Sample by Relative Need for Additional Help 19
20. Distribution of Sample by Type of Planner by Learning Project 20
21. Goals Pursued in Learning Projects 21
22. Actual Obstacles to Learning Projects 22
23. Perceived Obstacles to Learning Projects 23

24. Resources: Family Members 24
25. Resources: Friends 25
26. Resources: Experts 26
27. Resources: Boss or Supervisor 27
28. Resources: Human Unclassified 28
29. Resources: Courses 29
30. Resources: Books 30
31. Resources: Newspapers 31
32. Resources: Magazines 32
33. Resources: Audio 33
34. Resources: Radio 34
35. Resources: TV 35
36. Resources: Kits 36
37. Resources: Individualized Learning Packages 37
38. Resources: Tools and Raw Materials 38
39. Resources: Movies 39
40. Resources: Non-Human 40
41. Resources: Miscellaneous 41
42. Current Enrollment in Educational Program 42
43. Participants Interested in Continuing Their Education 43
44. Preferences of Participants Wishing to Take Courses . 44
45. Primary Reason Participants Would Like to Continue Their Education 45
46. Response to Question: "Is There Something You'd Like to Know More About?" 46
47. Response to Question: "Do you Know of a Place in your Community Which Offers Job-Related Courses?" . . 47
48. Response to Question: "Are Adult Education Programs Important Things for People to Spend Money on?". . . . 48
49. Response to Question: "Are There Universities or Colleges Offering Adult and Evening Classes for Credit 49
50. Response to Question: "Are There Universities or Colleges Offering Non-Credit Adult Evening Classes . . 50
51. Response to Question: "Are There Colleges of Universities Sponsoring Conferences, Workshops, and Institutes Open to Local Adults?". 51

52. Response to Question: "Are There Colleges and Universities Sponsoring Lectures and Related Activities Open to Local Adults?" 52
53. Response to Question: "Are There Secondary Schools Offering Adult Evening Courses for Credit/Non-Credit . . . 53
54. Response to Question: "Are There Local Libraries Sponsoring Adult Education Activities 54
55. Response to Question: "Are There Local Museums Sponsoring Adult Education Activities?" 55
56. Response to Question: "Is There an Educational Television Channel within the City 56
57. Response to Question: "Are There Adult Education Activities Through Government Agencies in your Community?" 57
58. Response to Question: "Are There Adult Education Activities Sponsored Through Fraternal and Social Groups in your Community?" 58
59. Response to Question: "Are There Adult Education Activities Sponsored Through Business Groups (Such as the Chamber of Commerce) in your Community?". 59
60. Response to Question: "Are There Civic and Political Groups (Such as Political Parties, League of Women Voters, etc.) Sponsoring Adult Education Activities in your Community?" 60
61. Response to Question: "Are There Labor Unions Sponsoring Adult Education Activities in your Community?" 61
62. Response to Question: "Are There Religious Groups (Church-Centered Groups of any Type) Sponsoring Adult Education Activities in your Community? 62
63. Response to Question: "Are There Veteran's Organizations Sponsoring Adult Education Activities in your Community . . 63
64. Response to Question: "Are There Recreational and Sports Groups (Such as Game Clubs, Hunting Groups, etc.) Sponsoring Adult Education Activities in your Community?" . 64
65. Response to Question: "Are There Agricultural Associations Sponsoring Adult Education Activities in your Community?" . 65

66. Response to Question. "Are There Cultural Organizations (Such as Drama and Music Clubs) Sponsoring Adult Education Activities in your Community?" 66
67. Response to Question: "Are There Community Groups (Such as YMCA, YWCA, Boy Scouts, etc.) Sponsoring Adult Education Activities in your Community?" 67
68. Response to Question: "Were General Education Subjects Offered in your City in the Past Year?" 68
69. Response to Question: "During the Past Year were Courses on Job-Related Skills Offered in your City?" 69
70. Response to Question: "During the Past Year were Courses Related to Hobbies and Recreation Offered in your City?" . 70
71. Response to Question: "During the Past Year were Courses Related to Home and Family Offered in your City?". 71
72. Response to Question: "During the Past Year were Courses Related to Personal Development Offered in your City?" . . 72
73. Response to Question: "During the Past Year were Courses Related to Religion, Morals, and Ethics Offered in your City?" 73
74. Response to Question: "During the Past Year were Courses Related to Current Events Offered in your City?" 74
75. Response to Question: "During the Past Year were Courses Related to Agricultural Subjects Offered in your City?". . 75
76. Type of People Thought to Attend Adult Education Classes . 76
77. Age Group Thought to Participate in Adult Education. . . . 77
78. Marital Status of People Thought to Participate in Adult Education 78
79. Feelings about Life of Adults Thought to Participate in Adult Education Classes 79
80. Main Goal in Life Thought to be True of Adults Participating in Adult Education 80
81. Educational Background Thought to Characterize Adults Participating in Adult Education 81
82. Perceived Reasons Why Adults Learn 82

83. Reasons for not Participating in Adult Education: No Courses Available 83
84. Reasons for not Participating in Adult Education: Programs Don't Sound Interesting 84
85. Reasons for not Participating in Adult Education: Can Learn without Going to Classes 85
86. Reasons for not Participating in Adult Education: Feel Childish Going to Classes at Night 86
87. Reasons for not Participating in Adult Education: Too Busy 87
88. Reasons for not Participating in Adult Education: Too Tired at Night 88
89. Reasons for not Participating in Adult Education: Not the Studying Type 89
90. Reasons for not Participating in Adult Education: Too Hard to get out of the House 90
91. Reasons for not Participating in Adult Education: Can't Afford it 91
92. Reasons for not Participating in Adult Education: Too Old 92
93. Reasons for not Participating in Adult Education: Feel Like a Stranger 93
94. Reasons for not Participating in Adult Education: No Transportation 94
95. Reasons for not Participating in Adult Education: Spouse would not like the Idea 95
APPENDIX B. INTERVIEW PROCEDURE 96
APPENDIX C. PROBE SHEETS .104
APPENDIX D. QUESTIONNAIRE 115
APPENDIX E. KNOXVILLE LEARNING PROJECTS 123
APPENDIX F. MONROE COUNTY LEARNING PROJECTS 132

INTRODUCTION

A limitation of most studies of adult participation in education is that their focus has been on formal educational activities, usually under the sponsorship of an educational organization. However, the literature of adult education describes the archetype adult learner as one who diagnoses his own needs, sets his own goals, chooses his own learning experiences, and measures his personal accomplishments relative to his original aims. More than anyone else, the learner is said to have greater insight into his own capacities, preferred methods, goals, needs, pace and emotional blocks to learning (Tough, 1971, p. 93). "The ultimate drive for continuing education lies in the desire and will of the individual. . .When his learning is voluntary, its burden is light" (Houle, 1970, p.5). The same ideal is echoed in John Gardner's plea for educators to "shift to the individual the burden of pursuing his own education" (1963, p. 12).

Not only is self-directed learning a desirable goal, but there is evidence that it is more widespread than earlier thought. Over a decade ago, Johnstone and Rivera (1965) estimated that in a 12-month period, 9 million adults carried out at least one self-directed "learning project." Tough, however, estimated that the actual number must have exceeded Johnstone and Rivera's estimates, due to a ceiling effect inherent in their interview technique. Whatever the number of self-directed learning projects, the fact remains that relatively little is known about the nature of such learning activities.

Allen Tough (1971) became interested in expanding the body of knowledge about adult learning by concentrating on what and why adults learn, how they learn, and what help they obtain. Tough's first effort was to study the self-teaching tasks that the adult performs, and the help that he obtains with these tasks from other persons (Tough, 1967). More recently, Tough's research has focused on the adult's learning projects to include efforts to learn in groups, in private lessons, as well as self-planned learning (1971, p. viii). Tough (1971, p. 1) elaborated on his definition of a learning project:

> Some learning projects are efforts to gain new knowledge, insight, or understanding. Others are attempts to improve one's skill or performance or to change one's attitudes or emotional reactions. Others involve efforts to change one's overt behavior or to break a habit.

Tough noted that almost everyone undertakes at least one or two major learning efforts a year, and some individuals undertake as many as 15 or 20. Tough's early studies revealed an average of eight learning projects a year, involving distinct areas of knowledge and skill.

Adults were found to pursue learning activities related to their jobs, their hobbies, their family, and to their personal development. They spent as few as eight hours and up to several hundred hours in learning. Adults chose from a wide range of resources for assistance in their projects, and dealt with a variety of obstacles that impeded their attempts to learn. Most directed their own projects, but others depended on groups, tutors, or non-human devices (e.g., programmed instruction) to guide their learning activities.

Tough's studies were limited to small and sometimes not completely random samples. Despite such limitations, however, the data were indicative that deliberate adult learning merited further research.

Purpose of the Study

The present investigation essentially sought to replicate and extend Tough's research by studying large populations in rural and urban Tennessee. Its purpose was similar: to discover what, why and how adults learn as they conduct learning projects. More specifically, the study sought to describe:

1. What adults are learning, or the scope and content of their learning projects.
2. Why adults conduct learning projects.

3. How adults conduct learning projects.
4. The persons or things the adult involves in his efforts to conduct learning projects.
5. The nature of the obstacles confronted by adults as they learn.
6. The length of time devoted to learning projects and the amount of costs incurred by the adult.

To lend perspective to the findings, the researchers related the findings of the present study to the results of similar studies of adult learning projects.

The six areas of investigation relating to learning projects were designed to describe the nature of the adult's attempts to learn, largely outside formal educational institutions. However, it was determined that additional data relating to the latter items were needed in order to shed light on the learners' posture in relation to the offerings of existing agencies and programs. Therefore, data were collected as they relate to the following characteristics of adults in the two samples:

1. Their attitudes toward continuing education
2. Their perception and knowledge of adult education programs
3. Their interests in specific continuing education program areas

The intent of the latter data collection effort was to extend the implications of the study for program planners as they seek out information that would characterize their clientele, and as they attempt to design programs with maximum appeal to their adult audience.

Design and Procedure

The study was based on data gathered by survey techniques. Personal interviews and mail questionnaires were the primary instruments used in collecting data.

Population and Sample

Data were collected from random samples of adults in metropolitan Knoxville, Tennessee, and rural Monroe County, Tennessee. A telephone directory was used to identify the universe of names for the Knoxville sample. An arbitrary determination of a sample size of 250 adults resulted in randomly identifying one name per page of the 400-page directory. (An additional 150 names were added to the intended sample size to allow for incorrect addresses, unusable interviews, nonresponses, and refusals to be interviewed.) More interviews were usable than expected, resulting in data from a total of 277 adults in the Knoxville area.

An area sampling procedure was used in the Monroe County area. This procedure involved estimating the population and its distribution throughout the county, identifying the number and locations of dwellings in the several census districts in the county, grouping the dwellings into clusters of 25 units each, assigning numbers to each cluster, and drawing a random sample of 20 clusters of dwellings. The number of dwellings selected was in proportion to the total number of dwellings in each census district. The procedure was designed to result in a total of 150 dwellings with one adult to be interviewed in each dwelling. One interview was not usable, resulting in a final sample size of 149 adults.

Instrumentation

Data relating to learning projects were collected by using an interview technique developed by Tough (1971). The technique involves an intensive, probing examination of the adult's learning project activities that occurred over a period of one year. The technique is designed to move the adult past immediate recollections of learning projects into areas of activities that are not usually seen by the adult as learning experiences. Once the interviewer is satisfied that the interviewee's list of learning projects is complete, a thorough examination is made of the nature of the projects. Data are collected on such features as content of the projects, the episodes characterizing the project, the planners and resources used, the time and costs involved, the goals of the projects, the evaluation methods employed, and the obstacles encountered while conducting the projects. In the present study, only one project per inverviewee was subjected to the latter areas of analysis. A complete description of the interview procedure is contained in the Appendix.

A structured mail questionnaire was used to collect data on the adults' attitudes toward continuing their education, their perception and knowledge of continuing education programs, and their interests in specific continuing education program areas. A copy of the questionnaire is contained in the Appendix.

Procedures

The preliminary design of the study evolved from the review of literature, including the studies of adult learning projects conducted by Tough. The first several weeks of the project were devoted to reviewing related studies with the purpose of gleaning useful information and designs that could be incorporated into the present study.

Training of staff and interviewers. Dr. Tough was contracted for services as a consultant to assist the project staff in preparing for project activities. He consulted with the staff on decisions relating to project objectives, the project design, and the preparation of instruments for collecting data. He also spent several hours preparing the staff and prospective interviewers in interview procedures.

Interviewer vacancies were advertised in the campus newspaper, by word of mouth, and by personal contacts with University personnel. All applicants were screened according to such criteria as apparent level of maturity, ability to communicate to others on a one-to-one situation, general intelligence, and interest in the study.

Ten interviewers in Knoxville and five interviewers in Monroe County conducted the interviews. The active interviewers included 12 graduate students, two teachers, and one housewife. Their ages ranged from 22 to 35. Nine were male and six female.

All interviewers were trained to use the same interview procedures. The training consisted of two hours of orientation on the purposes and procedures of the project, a period of several days of reading background materials on the topic of adult learning projects, another hour of review of project procedures, four hours of instruction on the use of interview forms and procedures, one session of role playing involving a mock interview with a staff member, a period of several days in which the trainee interviewed at least three other persons (recorded on tape for later review by the project staff and trainee), and a final two hours of training to review the results of the two interviews and to clarify final points. A final check was made on the work of each interviewer after he or she completed two interviews in the field.

Interview procedures. For the Knoxville sample, a letter was mailed to each person randomly selected from the telephone directory. The letter explained the purposes of the project and asked the person to consent to an interview. A postal card was enclosed for the prospective interviewee to complete, notifying the staff of a convenient time and date on which the interview could be scheduled. The resident was alerted to an impending phone call by a member of the project staff, for purposes of arranging an interview appointment. The phone call was made within a week of the initial mailing, and an interview was usually arranged at the time and date originally selected by the interviewee. Names were arbitrarily assigned to one of the 10 interviewers, and the latter became responsible for making final contact with the interviewee.

A direct door-to-door approach to obtaining interviews was used in the Monroe County sample. Members of the project staff first cruised the cluster areas earlier identified in the area sampling approach. Directions were given to the interviewer assigned to each area, and the interviewer delivered to every third house a letter announcing the project and his impending arrival to arrange an interview. If the resident refused, the interviewer moved on to the next house on the cluster list. If an interview was granted, the interviewer followed the same procedures as used in the Knoxville sample.

Each interview lasted approximately one hour. The interviewers followed a prescribed procedure in probing for details describing learning projects conducted by interviewees. A synopsis of interview procedures is contained in the Appendix.

Interview results were submitted to the project director on a regular basis for purposes of screening and tabulation. The project director and the project assistant read each interview for purposes of classifying responses and assigning codes. A clerk key-punched the final results on to data processing cards. A computer program was developed in advance of the coding procedures to allow maximum flexibility in analyzing the data.

A questionnaire was mailed to the adults immediately following their interview. A follow-up letter was sent once to persons who failed to return the questionnaire after the first mailing. Responses on the questionnaire were coded and key-punched on to data processing cards for computer tabulation.

Analysis of data. Data were analyzed and displayed in the form of frequency distributions, mean scores, cross tabulations, and narrative descriptions of learning project activities.

FINDINGS OF THE STUDY

The findings of the study are organized according to the items listed under Purpose of the Study on Page 2. Preceding the findings are profiles of the geographic areas sampled and a profile of the adults interviewed. All statistical tables pertaining to the study are contained in the Appendix.

The findings are discussed as they relate to the results of similar studies. Interview results are presented first and questionnaire results second. Conclusions and recommendations are presented in the last section of the report.

No cross-tabulations between learning project data and the interviewees' demographic characteristics are reported. Further analysis of the data will follow this report, and the results will be presented and discussed in subsequent reports and articles. The results in this report are discussed only in terms of rural and urban differences.

Profile of Rural and Urban Areas

Monroe County

Monroe County is located in the southeastern section of Tennessee, bordering the state of North Carolina. It is the fifth largest county in the state, with an area of 660 square miles. Its population is 23,475,[1] but the population is steadily declining. The largest town is Sweetwater, with a population of 4,340. The average family income for Monroe County is $5,921, and 75 percent of the county's adults over 25 have less than a high school education.

Monroe County lies partly in the Tennessee River Valley and partly in the Unaka Mountains which are part of the Great Smoky Mountains. Approximately one-half of the terrain consists of mountains and hills, and the other half is valley land. The bulk of the valley land is used for farming.

---

[1] All statistics based on 1970 census data

Monroe County has 35 small industries, employing approximately 2,000 people. The primary industry is farming, with textiles, building products and wood products representing other industrial groups. There are 11 public schools and one private military high school in the county. Hiwassee College, a private church-related junior college, is the only institution of higher education in the county.

Knoxville

Knoxville is located in the central portion of East Tennessee, and is the leading trade and manufacturing center for a 42-county area. The city's population is 177,000, and metropolitan Knox County has an additional 289,000. The average family income for Knoxville is $7,893, and 49 percent of the area's adults over 25 have less than a high school education.

Knoxville is the site of over 500 industrial manufacturing firms, and over 4,000 retail, wholesale and service businesses. The major industrial products include chemicals, plastics, textiles, atomic products, wood products, and industrial control equipment.

The city maintains 67 public schools, with an additional 44 schools in the county. There are 13 private and parochial schools. Six business schools and various trade and vocational schools are also located in Knoxville. The city is the home of the main campus of The University of Tennessee, as well as Knoxville College and the Tennessee School for the Deaf.

Knoxville Zoological Park, a main library with 20 branches, The Tennessee Valley Authority, and four museums add to the educational services in the city. Two newspapers serve the city's population.

Profile of the Sample

The total sample consisted of 475 adults age 18-90. Included were 289 males (61%) and 186 females (39%). Fifty-four percent of the sample had less than a high school education, 17 percent had a high school education only, 19 percent had a bachelor's degree, and 10 percent had a master's or doctoral degree.

Thirty percent of the sample had incomes below $8,000, 26 percent had incomes between $8,000 and $12,000, while 42 percent had incomes above $12,000. The mean age of the participants was 41 years. Twenty-eight percent were below age 30, and 20 percent were over 55 years of age. Twenty-one percent of the sample were listed as housewives, 23 percent as professionals, 5 percent as artist or skilled workers, 12 percent were semi-skilled workers, and 13 percent were students, unemployed, or part-time workers.

The above descriptions are for the combined sample. However, several differences can be observed when the Knoxville and Monroe County samples are considered separately. These differences are summarized in the Appendix tables.

What Adults Are Learning

Adults in Knoxville completed an average of 4.1 learning projects, while adults in Monroe County averaged 3.1 projects. Overall, the adults interviewed completed an average of 3.7 learning projects. Seventeen persons in Knoxville and 23 persons in Monroe County had no learning projects. One person completed as many as 19 projects. Half of the total sample completed as many as four learning projects.

In each of the samples, females completed slightly more learning projects than did males, while single people in Knoxville completed an average of 1.5 projects more than married people. Overall, singles completed .8 more learning projects than marrieds.

Adults in the age group 35-39 completed the highest average number of projects (4.8). Adults over 55 completed the fewest projects with an average of 3.7 projects, while young adults (age 17-24) completed an average of 3.9 projects. Overall, adults below the average age of the sample (41 years) completed 4.3 projects, while adults above that age completed an average 3.7 projects. However, no clear relationship between age and learning projects was discernible when the two samples were considered separately. For example, in the Knoxville sample, the age group 55-64 averaged 5.4 learning projects, as contrasted to an average of 3.0 projects for the same age group in the Monroe sample. Overall, the statistics indicate that the number of learning projects completed by adults does not decrease with age, although there is a tendency for middle age groups to complete more projects than younger or older groups.

In the combined sample, adults with incomes above $12,000 completed slightly more learning projects (4.5) than did adults with less than $12,000 income (3.8 projects). However, there were variations within samples which cloud the interpretation of such a difference. In the Knoxville sample, persons with incomes under $4,000 completed only slightly fewer learning projects (5.3) than persons with incomes over $24,000 (5.4 projects). Adults in the $20,000 - $24,000 range completed fewer projects (3.0) than did adults in the $16,000 - $20,000 category. Although, in general, adults in the higher income bracket tend to complete more projects than adults in the lower brackets, the number of projects completed does not increase with each increasing income level.

An examination of the relationship between occupation and number of learning projects reveals that professional and semi-professionals completed the highest average number of learning projects (4.7), while adults in the semi-skilled and unskilled group completed the lowest average number of projects (2.9). The data indicate that persons in occupations requiring higher levels of education tend to complete more learning projects than persons in other occupational groups.

Adults with no learning projects were most likely to be among the lower educated, lower income groups, married, male, in the older age group, and from the rural area.

The average number of learning projects described in the present study is below the number reported in other investigations into adult learning projects. The following is a synopsis of the findings of other investigations as they relate to the average number of learning projects completed by special populations.

Investigator	Population	N	$\bar{X}$ Projects
Tough (1971)	Seven groups (see reference)	66	8.3
Coolican (1973)	Mothers	48	5.8
Johnson (1973)	G.E.D. Graduates	40	14.4
Johns (1973)	Pharmacists	39	8.4
McCatty (1973)	Executives	54	11.1
Denys (1973)	African Professionals	40	4.8
Fair (1973)	Elementary Teachers	35	8.8

None of the means reported in the above studies approximated the mean number of projects described in the present study. The apparent differences in the mean number of projects reported by the seven studies could be due to variations in the interpretations given to what constitutes a learning project. All studies followed Tough's original criteria for describing a learning project. However, it is possible that a more liberal interpretation of the criteria by interviewers could result in a higher number of learning projects, while a conservative interpretation could result in a lower number of projects reported. It is also possible that too few studies have been conducted to determine an accurate estimate of the number of projects conducted by the several different populations.

When individual occupational groups are considered, the results of the present study relate in a proportionate manner to studies of participation in adult education programs. With the exception of the Johnstone and Rivera study (1965), the other studies reveal that professionals have the highest average number of projects, and blue collar or unskilled workers tend to conduct fewer projects.

Booth (1961) looked at characteristics of the nonparticipant. He described the typical nonparticipant as being 45 years of age or over, possessing less than a high school education and being in the lower echelons of the labor force or not in the labor force at all. Laborers and operatives were given as examples of the "lower echelon."

The results of the present study are not entirely consistent with Booth's description of the participant and non-participant. Although Booth's profiles may characterize the participant in formal adult education activities, the data from this study clearly demonstrate that an adult of any age or background is likely to conduct one or more learning projects. Although data to be presented later will show that such variables as education, sex, and age do distinguish between some features of adult learning projects, it remains that over 90 percent of the adults surveyed participated in learning activities by way of learning projects.

Content of Learning Projects

Interviewees were asked to describe their learning projects in terms of the skill or knowledge being developed. One project per interviewee was chosen for further analysis by the interviewer, and was described in some detail. The resulting 426 learning projects were categorized according to their relationships to the interviewee's job, family, leisure time pursuits, his community, or his person. The following categories of learning projects are listed by sample in the order of their frequency of occurrence:

Knoxville	Monroe	Combined
Job Related	Recreational	Job Related
Recreational	Job Related	Recreational
Personal Improvement	Religious	Personal Improvement
Religious	Family Relations	Religious
Family Relations	Personal Improvement	Family Relations

The Knoxville sample ranks followed the ranking of the combined groups. However, projects relating to recreation ranked highest in the Monroe sample, and job-related projects second. Projects conducted for purposes of personal improvement were accorded a lower rank in the Monroe sample, while projects with a religious orientation received a higher rank.

In the combined sample, job-related projects were popular with all age groups except adults age 25-29 and over 60. The former group preferred recreational projects, while the latter group reported more projects in the religious category.

The incidence of job-related projects increased with increasing educational level, as interviewees with lower educational levels preferred recreational and religious-related projects. The same pattern occurred with respect to income level.

Job-related projects ranked highest for all part-time workers and clerical-sales groups. Males reported a higher percentage of job-related projects than did females. Singles seemed to prefer recreational and personal improvement projects over job-related projects.

Examples of Projects

Job Related: A 43-year-old married male accountant with a bachelor's degree and an income in the $20,000 - 24,000 bracket studied rules and regulations of the Housing and Urban Development (HUD) Agency in order to qualify as an auditor of HUD accounts.

Recreational: A 27-year-old housewife with a high school diploma (income $4,000 - 8,000) studied landscaping and flower gardening to spend more time outdoors and improve the appearance of her home.

Religious: A 64-year-old widower with less than an eighth grade education studied the Old Testament with the purpose of teaching it to a Sunday School class.

Personal Improvement: A 65-year-old male security officer with a high school diploma used the newspaper, the dictionary, and a vocabulary improvement course to improve his own vocabulary.

Family-related: A 36-year-old dental assistant and housewife with a high school diploma and income below $8,000 studied modern math in order to give her teenage son some assistance with his homework.

A listing of the 426 learning projects by sample appears in the Appendix. Frequency and percentage distributions related to project category and comparisons by age, sex, education, income, occupations, and marital status are also presented in the Appendix.

The following represents the findings of six investigators who examined the content of learning projects conducted by special populations. The projects are listed in the order of their frequency of occurence in each group.

Coolican	Johnson	Johns
Home and Family	Hobbies-Recreation	Vocational
Hobbies-Recreation	Religion	Hobbies-Recreation
Personal Development	General Education	Home and Family
Public Affairs	Home and Family	Public Affairs
Vocational	Vocational	Personal Development

McCatty	Denys
Vocational	Vocational
Hobbies-Recreation	Public Affairs
Public Affairs	Personal Development
Home and Family	Home and Family
Personal Development	Religion

Although Tough (1971) did not list content areas in the above manner, he did describe learning projects in all of the categories shown above.

The results of the present study are generally consistent with the results summarized above, although there is obvious variation among the several studies. In most groups, vocational or job-related projects ranked first. The exceptions occurred in the Coolican study involving mothers and in the Johnson study involving G.E.D. graduates. The present study demonstrates that females and persons with a high school education or below were less likely than other groups to conduct job-related projects.[1] Housewives preferred family-related projects and adults with low educational attainment were active in recreational and religious related projects.

---

[1] Homemaking was not treated as a job-related project in the present study.

The report of the Commission on Non-Traditional Study (1973) indicated that of a sample of 3,000 adults, 76.8 percent could be identified as "Would-be Learners." These individuals responded "yes" to the question: "Is there anything in particular that you would like to know more about or would like to learn how to do better?" (Of the same sample, 30.9 percent were "Actual Learners," that is, they had engaged in some form of instruction in the preceding 12-month period.) Reasons given for learning by would-be learners afford an interesting comparison to the subject area findings of the present study. Would-be learners mentioned the following categories of subjects that they would like to study:

	Total Choices	First Choice
Vocational Subjects	78.2%	43.0%
Hobbies and Recreation	62.8	13.4
Home and Family Life	56.0	12.0
Personal Development	54.3	6.8
General Education	47.9	12.6
Public Affairs	36.3	4.5
Religious Studies	15.4	3.0
Agriculture & Farming	2.9	2.9

Although the order is slightly different in some areas, in general, the ranking of the above subject areas is similar to the ranking found in the present study. Adults continue to prefer job-related or vocational subjects, and hobbies and recreation subjects are near the top of the list of choices. Religious studies received a higher priority in the present study, perhaps due to the nature of the population and its location.

Johnstone and Rivera (1965) reported that the post high school educational energies of American adults were directed primarily to vocational and recreational concerns. They found vocational courses constituted 32 percent of all courses, hobbies and recreation 19 percent, general education 12 percent, religion 12 percent, and home and family life 12 percent. In independent study, the subjects most frequently studied were arts and hobbies, gardening, home improvement skills and foreign languages. According to Johnstone's study, adults did not commonly study vocational subjects on their own.

The results of the present study parallel those of Johnstone and Rivera, although the emphasis in the latter study was on organized formal learning experiences and not on independent learning. The present study differs, however, from Johnstone and Rivera's conclusion that vocational subjects are not commonly self-directed. The single most frequently occurring category of self-directed learning in the present study was job-related projects.

Why Adults Conduct Learning Projects

A summary of the frequency and percentage distribution related to learning project goals, or the reasons interviewees gave for conducting their learning projects, is given in the Appendix Tables. In order of occurrence, the five most frequently cited goals were:

Knoxville	Monroe	Combined
Improve Job Performance	Increase Knowledge and Understanding	Increase Knowledge and Understanding
Increase Knowledge and Understanding	Improve Job Performance	Improve Job Performance
Enrichment, Recreation or Hobby	Enrichment, Recreation or Hobby	Enrichment, Recreation or Hobby
Goal Not Clear	Goal Not Clear	Goal Not Clear
Gain New Skill or Employment	Gain New Skill or Employment	Gain New Skill or Employment

The rank of goals was the same for both samples and the combined group, except for the reversal of the first two categories in the Monroe sample when compared to the Knoxville sample. The latter difference may be due to the tendency of the more highly educated, professional group to cite more projects in the "Improve Job Performance" category, and females and housewives to cite more projects falling the the "Increase Knowledge and Understanding" goal category. The majority of the interviewees in the Monroe sample were females.

Projects designed to "improve job performance" were cited more frequently by males, married adults, higher income groups, and professional-manager occupational groups. Recreational or hobby-related projects were most popular with females, singles, groups with a high school education or higher education, persons with a middle income level, housewives, and clerical-sales occupational groups.

Those most likely to express unclear goals were adults in the low-income group as well as housewives, part-time workers, females, and married adults.

A significant relationship occurs when learning project goals are further categorized into "pragmatic" and "non-pragmatic" goals and related to educational level. The following categories were grouped as pragmatic or applied goals: improve job performance, gain new skill for employment, teach or impart to others, and enrichment, hobby or recreational activities. In the category of non-pragmatic goals were: to increase knowledge and understanding, to better relate to others, and goals not clear. As level of education increased, so did the percentage of learning projects in the pragmatic category. Thus, the data indicate that the better educated adult is more likely to conduct a learning project for practical or applied purposes than is the less-educated adult.

It is interesting to note the discrepancy between what people say they are interested in learning and what they actually learn. Such a discrepancy was found in the Model Cities area of Savannah, Georgia, aimed at determining primary educational needs of the residents. Shull (1972) reported that far more indicated interest in adult education and job training than actually participated when classes were offered.

Coolican (1973) noted that certain types of subject matter were frequently self-taught whereas others were not. When all the self-taught subjects reported by the interviewees were classified, the category most frequently self-taught concerned the area of home and family. Fifty-nine percent of the learning efforts in this area were self-taught rather than learned by some other method. Forty-three percent of the courses and projects in hobbies and recreation were self-taught, as were 40 percent in general education, 30 percent in personal development, 25 percent in vocational subjects, 23 percent in public affairs, and 13 percent in religion. A more detailed analysis of 49 types of subject matter found that at least 80 percent of all courses in technical arts and hobbies, gardening, and home improvement skills were self-taught.

The findings of the present study differ somewhat from the Johnstone study which reported "men and women from the lower socio-economic positions were much more likely to take courses to prepare for jobs than to advance on them, while the opposite was true of participants from higher social positions."

Houle (1961) provided the first research study of participation from the point of view of the individual rather than the agency or population involved. On the basis of 22 case studies of individuals involved in continuing education programs, Houle described three groups of learners according to reasons given for participation. These were:

1. Goal-oriented - those who use education to achieve clear-cut objectives
2. Activity-oriented - those who participate for reasons unrelated to the content of the course
3. Learning-oriented - those who seek knowledge for its own sake

Sheffield (1964) based his research on Houle's three types of learners. From his research based on participation of adults in conferences, he enumerated five learning orientations. There were: (1) the learning orientation; (2) sociability orientation; (3) personal-goal orientation; (4) societal-goal orientation; and (5) need fulfillment orientation. Only the learning orientation and personal goal orientation were significantly related to the extent of participation in learning activities.

The basic reasons for participation were explored further by Burgess (1971). Using factor analysis, he identified seven groups of reasons for participation. These were:

1. Desire to know
2. Desire to reach a personal goal
3. Desire to reach a social goal
4. Desire to reach a religious goal
5. Desire to escape
6. Desire to take part in an activity
7. Desire to comply with formal requirements

Burgess expanded the categories of Houle and Sheffield by adding the religious, escape, and complying with formal requirement goals. Burgess concluded, however, that the reasons stated for participation in a given class often seem unrelated to content.

The complexity of motivation to participate in learning activities is borne out by Tough (1968) in his study of independent learning. A list of 13 hypothetical reasons for participation was drawn up for the study. A sample of 35 adults were interviewed extensively and asked to identify from the list the reasons which were a part of their motivation. It was found that in the typical project there were five strong reasons and one weak reason for participation. The most common reason, and that which was judged to be the most important, was the expectation of using the knowledge or skill learned. The second most common reason was puzzlement or curiosity.

The utilitarian nature of adult participation in learning activities was reflected in a study conducted at Harrisburg Area Community College in the 1970-71 academic year. Questionnaires were completed by 998 adults in credit and noncredit courses. Snyder (1972) reported that the desire for occupational upgrading was a major reason given by adults for attending the community college. Adult students were found to be highly goal-oriented and motivated to succeed. The major reasons for participating were stated as follows: (The figures given indicate the percentage of the respondents who listed the item as a reason for participation in college courses.)

1. Self-improvment - (women 85 percent; men 70 percent)
2. To prepare for a better job in the same field - (women 70 percent; men 60 percent)
3. To prepare for employment - (women 45 percent; men 58 percent)
4. To prepare for a new job - (women 45 percent; men 58 percent)

Many of these same reasons were cited by Johnstone (1965) in his broader study. He found that the three reasons given most frequently were: (1) to become a better informed person; (2) to prepare for a new job or occupation and (3) to learn more about one's present job. In regard to participation in independent learning projects, Knox (1968) reported that the dominant reasons for participating were interest in subject matter, enjoyment of the learning activity, and interaction with other people.

The results of the present study are generally consistent with the related studies reported above although most of the latter were more concerned with formal learning experiences. The major reasons for participation cited in other studies fell into such categories as "Desire to know," "Information and intellectual development," and "To become a better informed person." Job-related reasons were frequently cited in other studies, with such reasons as "To prepare for a better job," and"Job and educational development" characterizing top-ranked categories. The use of such reasons as "Self-education," "Enjoyment," and "Social contact" in other studies resemble the category "Enrichment, recreation, or hobby" and even the category "Goal not clear" as used in the present study.

How Adults Conduct Learning Projects

Planners

Some person, group or object must provide day-to-day decisions relative to what to learn, how to learn, when to learn, as well as other decisions affecting the selection and conduct of a learning project. Five types of planners may exist: the learner himself, a group, another individual in a one-to-one teaching-learning situation, a nonhuman device such as a programmed text, or some combination of these planners.

The results of the present study reveal that over 76 percent of the learning projects analyzed were planned and directed by the learner involved. Group-planned projects were next in frequency of occurrence, with mixed, one-to-one, and nonhuman planners following in order.

The relationship between level of education and type of planner presents an interesting contrast to popular belief. Although the better educated might be expected to be more self-directed than persons with lower levels of education, the opposite relationship is revealed by the data. In the combined sample, 90 percent of the adults with 1-8 years of education planned and directed their own projects, while an average of 73 percent of adults with a high school diploma and above conducted self-directed projects. In the Monroe sample, however, 85 percent of the adults in both the 1-8 group and graduate degree holders conducted self-directed projects.

Both low and high income groups recorded a high percentage of their projects in the self-directed category. More likely to self-direct were males and single people. Among the occupational groups, housewives and the part-time employed were more likely to be self-directed. Proprietor-managers and professionals recorded the greatest percentage of group-directed projects.

The following is a synopsis of the results of related studies which examined planner types. The percentage refer to the proportion of adults choosing each type of planner.

Planner	Investigator					
	Tough %	Coolican %	Johnson %	Johns %	McCatty %	Denys %
Self planned	68	66	60	56	76	75
Group planned	12	16	23	16	11	11
One-to-one	8	13	14	9	7	6
Nonhuman	3	5	3	19	1	4
Mixed	9	-	-	-	5	3

The percentage of projects falling into the self-planned category in the above studies ranged from 60 to 76 percent, compared to an average of 76 percent in the present study. Group-planned projects ranged from 11 to 23 percent, compared with 10 percent in the present study. From 6 to 14 percent of the projects in related studies were conducted in a one-to-one basis, as compared to 6 percent in the present study. The nonhuman and mixed categories were similarly varied.

In general, the results of the present study relative to planner type are consistent with those of other studies on the same subject. The ranking of the five planner types was the same in each study. Variation in the percentage of learners using each planner type could be due to different interpretations of the criteria for distinguishing between planners, as well as to the tendency for some groups to be more or less involved in certain kinds of learning project activities. An example of the latter factor can be found in Johnson's (1973) study of recent high school graduates, who engaged in a greater number of courses for credit than did adults in other studies. This could account for the relatively high percentage of projects in the "Group-planned" category.

An estimated nine million adults in the United States carried on at least one self-instruction project during a twelve-month period just prior to June, 1962 (Johnstone and Rivera, 1965). The survey by Johnstone and Rivera revealed that the incidence of self-instruction varied with age and with level of formal education. For example, 43 percent of all interviewees under 35 years of age reported self-instruction as one method, 44 percent of those between 35 and 40 did so, while only 14 percent of those over 54 did so. Also, 10 percent of all interviewees with only a grade school education reported self-instruction as one method, 52 percent of those with a high school education did so, and 37 percent of those with a college education did so.

Data from the Johnstone study revealed that persons of high and low socio-economic status differed more in their knowledge about methods of independent study than in their information about school classes or lessons with private instructors, and that certain types of subject matter were more frequently self-taught than others. Coolican (1973) pointed out that the incidence of independent study may have been greater than Johnstone and Rivers reported because ". . . while all courses that involved instruction were recorded in the interview, the inventory only had space to record two subjects for independent study, although undoubtedly some people studied more than this on their own."

Tough concluded that it is quite possible that persons in the upper socioeconomic group mentioned individual study methods more often simply because they were very much more aware of the existence of these approaches. Johnstone (1965) believed that many respondents in the top group chose self-teaching because they had experienced learning in this way and felt competent; many of those in the lowest group who chose self-teaching were perhaps reacting against educational institutions.

Resources

Adults are known to choose from a wide variety of resources for purposes of gathering information, obtaining help with methodology, and evaluation of project activities (Tough, 1971). The following is a list of resources in the order of frequency of use by interviewees in the present study:

Knoxville	Monroe	Combined
Experts	Books	Books
Books	Magazines	Experts
Magazines	Experts	Magazines
Tools and raw materials	Human unclassified	Tools and raw materials
Friends	Tools and raw materials	Human unclassified
Human unclassified	Friends	Friends
Family members	Family members	Family members
Courses	TV	Courses
Newspapers	Courses	Newspapers
TV	Newspapers	TV
Nonhuman (other)	Boss or Supervisor	Nonhuman (other)
Movies	Audio devices	Movies
Boss or Supervisor	Kits	Boss or Supervisor
Learning Packages	Movies	Learning Packages
Audio devices	Learning Packages	Audio devices
Radio	Radio	Kits
Kits	Nonhuman (other)	Radio

Books, experts and magazines were the most frequently cited resources by adults in both samples. The use of tools and raw materials ranked fourth in frequency of use, while friends, and family members were mentioned frequently by interviewees.

Courses ranked a distant eighth among the most frequently cited resources. Newspapers and TV were also relatively low in frequency of use. Audio devices, the radio, kits, learning packages and other nonhuman resources were rarely used by interviewees.

Differences in the use of resources were apparent in the Knoxville and Monroe samples. A higher percentage of Monroe adults used family members than did Knoxville adults, while a higher percentage of Knoxvillians used friends and experts. More Knoxvillians used magazines, books, newspapers, and tools and raw materials, while a higher percentage of Monroe Countians used TV as a resource. However, Knoxville adults generally used more nonhuman resources than did Monroe adults. Appendix Tables 11 through 28 contain data reflecting the use of each type of resource by interviews in the two locations.

Many of the above differences in the two samples may be attributed to the factors of access to educational organizations, the nature of learning projects conducted by adults in each sample, and the personal characteristics of interviewees. Knoxvillians, because of the size of the community and its institutions, may be said to have greater access to such resources as books, magazines, and audio-visual aids, experts in a variety of fields, and job-related resources (e.g., professional services, tools and raw materials). Moreover, an examination of the lists of learning projects in the two samples indicates that the projects cited by Knoxville adults are more likely to call for such resources as experts, books, and professional literature.

A higher percentage of females, housewives, and persons with low levels of education were included in the Monroe sample when compared to the Knoxville sample. It is possible that housewives by nature of their duties and location were more likely to turn to family members and TV for assistance in their projects than were adults who were outside the home and in contact with a wider range of community resources. Persons with a low-level of education may not have as many contacts with educational institutions and other adults with higher levels of education as do members of the latter group. Therefore, they may be less likely to draw from resources traditionally associated with educational institutions and delivery systems.

The above results are similar to those reported by Coolican (1973), who found that mothers used friends and family members, experts, books, groups, instructors, and magazines as their major resources in learning projects. When the percentage of adults in the present study using family members and friends are combined, the new category would represent the most used resource for the Monroe sample. The Monroe sample, with its relatively high percentage of females, is most like Coolican's sample.

Most Suitable Place for Learning Projects

Interviewees were asked to name the place they considered as the most suitable for conducting their learning projects. The majority (55 percent) cited their own home as the most suitable place, with work a distant second choice (19 percent) and behind "other" places such as libraries, homes of friends, travel and community facilities. Significantly, only 3.5 percent of the interviewees named "school" as the most suitable place for conducting their learning projects.

Young adults and older adults were more likely to cite home as the most suitable place for learning, as did lower income groups and persons with low levels of education. Married people were more likely than single people to prefer home, as were housewives.

The Commission on Non-traditional Study (1973) found that adults prefer the following places in which to study. (Percentages refer to the proportion of adults responding to each location.)

	Would Be Learners %	Actual Learners %
Public high school (day or evening)	15.8	9.1
Community-run "free school"	10.4	2.6
Public two-year college, or technical school	9.8	5.9
Home	9.6	16.9
Four-year college or university	8.5	5.5
Private trade or business school	7.6	2.9
Business or industrial site	4.9	5.3
Individual instructor	4.7	4.4
Employer	4.6	3.1
Correspondence school	3.6	2.4
Community or social organization	3.2	6.1
Fine arts, performing arts, or crafts studio	2.8	0.2
Graduate school	2.6	2.4
Religious institution or group	1.9	6.3
Government agency (federal, state, local)	1.6	5.5
Recreational or sports group	1.2	2.1
Library or other cultural institution	1.1	2.2
Other site	1.3	1.6

The largest single group of learners (16.9 percent) who actually engaged in learning activities (evening classes, extension courses, correspondence courses, on-the-job training, private lessons, independent study, or television classes) preferred home as the most desirable place to study. Public high schools ranked a distant second (9.1 percent), even though they were ranked at the top of the list by would-be learners.

The relatively high percentage of adults in the present study naming "home" as the most suitable place for learning may be attributed to the greater number of self-directed learning projects identified in the study than were identified in the Commission on Non-traditional Study report.

Need for Additional Help

Adults often need assistance during their efforts to learn, whether or not their projects are self-directed. The need for help may take the form of needed information, materials, an assessment of progress being made by the learner, or help in making decisions about what to learn, when to learn, and how to learn.

Approximately one-half of the interviewees stated that they needed additional help at some time during their learning project. Members of the Knoxville sample were more likely than members of the Monroe sample to need additional help. The more highly educated interviewees were more likely to need additional help, as were professionals and males. These results are apparently related to the relatively high incidence of self-direction among lower educated groups and the tendency of the more highly educated and professional groups to engage in more complex projects requiring input from outside sources.

In spite of the emphasis placed on the self-direction of individuals involved in learning activities, the intent is not to imply that adults do not want and seek help. Tough (1971, p. 97) explains the situation this way:

> It is possible to imagine an adult deciding all of the detailed day-to-day content and strategy for a learning project without any help whatsoever from any other person or resource. He would choose his books and other subject matter resources, and make various plans and arrangements without obtaining any information or advice. He would base his decisions on the information he already possessed, rather than seeking any new information from an outside source. He would rely on outside resources for actually providing the subject matter itself of course, but not for his preparatory steps.
>
> We have not yet found an actual example of this imaginary picture. It seems clear that few if any learners decide their detailed content and strategy without help. On the contrary, during a self-planned project, the typical adult obtains an astonishing amount of help from a large number of individuals and other resources.

Adults in the present study cited a variety of needs for assistance during their learning projects. Sixty percent expressed the need for instruction or technical assistance in the content area of their projects. Seventeen percent needed help with the mechanics of their project, such as help in finding information and arranging schedules. Ten percent needed more materials on the subject or in the skill area being developed. Seven percent saw the need to attend formal courses on the subjects being developed.

The expressed needs for more instruction usually called for knowledgable persons to help with difficult parts of the projects or with the transition from one level of skill development to a higher level. However, a number of adults simply needed assistance in such areas, leaving open the possibility that a machine or a group would be sufficient for the task.

In general, adults in the present study needed more help in setting goals, locating expert assistance, finding information and materials, dealing with difficult parts of their projects, and finding someone to assist in evaluation. These needs are consistent with the needs for assistance identified by Tough (1967) in a study of learning tasks and assistance needed during adult self-teaching projects.

Time Spent in Learning Projects

Interviewees in the combined sample averaged 170 hours per learning project, including 148 hours devoted to developing a skill or increasing knowledge, and 22 hours devoted to planning, traveling and arranging for learning experiences. The range of time devoted to projects was 8 to 3,650 hours. The two samples, however, differed in the average time involved in learning projects, as persons in the Knoxville sample spent about twice as much time on their projects (206 hours) as did members of the Monroe sample (105 hours). Again, the difference in the times recorded in the two samples may be due to the nature of the skill or knowledge involved in the projects conducted by adults in the two samples.

The time spent on learning projects in other studies is quite varied. The following is a summary of the mean time spent on learning projects by individuals in seven groups:

Investigator	$\bar{X}$ Hours Per Project
Tough	104
Coolican	43
Johnson	61
Johns	124
McCatty	112
Denys	92

The amount of time spent on individual projects in the preceding studies ranged upward to approximately 3,000 hours.

The average number of hours per project in the combined sample of the present study was greater than the hours reported in any other study. Moreover, the Knoxville sample averaged 206 hours, or almost twice as many hours as reported in other studies. The 105 hours per project reported for the Monroe sample, however, did approximate the average number of hours in other studies.

Arranging for Time

The interviewees were asked whether they had to rearrange any part of their daily routine to accommodate their learning project activities. Twenty-seven percent of the combined sample reported having to alter their daily routine to schedule project activities. Below is a sample of the kinds of changes adults made in their routines in order to conduct project activities:

Gave up weekends to learn more about nursing
Left for work earlier
Spent less time with family
Stayed up later at night
Used all of spare time
Left children with husband while away
Did less farming
Rearranged housework schedule
Got up earlier in the morning
Took leave of absence from job
Gave up amusement activities
Changed previous job to attend classes
Arranged for baby sitter and meals for family
Rearranged office hours and meal time
Worked overtime

Just under 50 percent of the interviewees conducted all of their learning project activities in their spare time. One-quarter of the interviewees conducted less than 25 percent of their learning project activities in their spare time.

It is clear that many adults deliberately change their routine to accommodate learning projects, while most are willing to give a large share of their spare time to learning activities.

Evaluating Programs

Interviewees were asked to identify the points in their programs in which they evaluated their progress. They were also asked to identify any changes that were made as a result of their evaluation.

Seventy-four percent of the combined sample evaluated their projects. The remainder could not identify a deliberate attempt to measure their progress. Thirteen percent could identify changes in their learning projects as a result of such evaluation.

An examination of the nature of interviewees' attempts to evaluate revealed two factors common to most projects. First, there was an emphasis on tangible results in most projects. The majority of the learners cited the need to identify exactly what they had accomplished. For example, in a learning project dealing with learning to refinish furniture, the measure of progress was simply the nature of the refinished items of furniture. In a photography project, a comparison of photos with selected "models" provided evidence of success or failure. An investor learning how to deal in stocks and bonds analyzed the gains and losses in his simulated portfolio before entering the market with real money.

A second commonality among the several attempts at evaluation was a heavy reliance on other people to assist in measuring progress. Forty-nine percent of the adults interviewed involved other people or examples in evaluating their learning projects. The majority of adults who evaluated their projects involved someone who had knowledge or skill in the content area of the project. Some used people as "sounding boards," or merely sought their opinion about learning project activities. Others engaged in group activities or one-to-one activities, thereby submitting to the evaluation by the planners of their learning projects.

Costs of Learning Projects

Overall, interviewees spent an average of $208.88 on their learning projects. The average, however, is misleading, since about one-half (203) of the combined sample spend no money at all. The range of costs was from $0 to $7,250, with the median being $5 for the Knoxville sample, $3 for the Monroe sample, and $5 for the combined sample.

The range of project costs was greater for the Knoxville sample, with three people spending over $2,500 and one spending $7,250. The maximum spent by an individual in the Monroe sample was $1,850.

Obstacles Encountered by Adults Conducting Learning Projects

Actual vs. Perceived Obstacles

Interviewees were asked to identify obstacles they faced while planning, arranging, or conducting their learning projects. They were also asked to identify the reasons why they might not be able to undertake future learning projects although they may have desired to do so. The former were termed "actual" obstacles, while the latter were referred to as "perceived" obstacles.

The following is a list of the five most frequently occurring of the actual obstacles, ranked in the order cited by interviewees in the Knoxville, Monroe and combined samples:

Knoxville	Monroe	Combined
Lack of time	Lack of time	Lack of time
Lack of education	Resources not accessible	Lack of education
Lack of money	Lack of money	Lack of money
Resources not accessible	Lack of education	Resources not accessible
Lack of motivation	Family conflicts	Lack of motivation

Approximately 16 percent of the Knoxville sample and 21 percent of the Monroe sample cited no obstacles. Overall, slightly less than one-fifth of the interviewees said they experienced no obstacles while conducting their learning projects.

The difference in the ranking of the actual obstacles between the two samples may reflect the factors of access, sex, and occupational status of the interviewees. Although members of both samples overwhelmingly cited lack of time as the major obstacle encountered, the ranking of obstacles assumed different order.

The category "resources not available" was second only to lack of time cited by adults in the Monroe sample. Such an occurrence is not surprising, considering the nature of the rural area characterizing Monroe County. As discussed in an earlier section, Knoxville residents have access to more supporting resources than do Monroe residents.

The category "family conflicts" appeared in the list of the top five obstacles in the Monroe sample but not in the Knoxville sample. It seems plausible that this obstacle occurred more frequently in Monroe due to the higher percentage of housewives and females in that sample. An examination of the cross tabulation of sex and occupation with obstacles supports such a conclusion.

The obstacle "lack of time" was greatest for males, marrieds, persons with higher levels of education, middle age and upper income groups. Lack of education was the obstacle primarily cited by males, singles, and proprietors-managers. There were no significant differences among persons with different levels of education.

"Resources not accessible" was cited more often by marrieds, the middle income group, and persons with some high school training. As could be expected, lack of money was an obstacle for the low income groups and for singles. Lack of motivation was an obstacle cited more often by males, singles, persons with a high level of education, and professionals.

London's (1963) study of participation patterns of middle class and working class found that factors related to time and money were often given as obstacles to participation. Time is almost always a factor in the adult's decision to participate in learning activities. The adult does not simply add educational experiences to an already full agenda of work and leisure. The adult must choose whether to devote time to one activity or another. The relatively large amount of time devoted to learning projects in this study attests to the importance of time as a variable in the successful completion of a learning project.

The relationship between the adult's level of education and his willingness to participate in learning activities has already been discussed. The possible effect of the adult's educational background on his success in learning projects may be reflected in the relatively high percentage of adults who cited "lack of education" as an obstacle while conducting learning projects. The adult's own interpretation of a "lack of education" could include an inability to retrieve needed information, a failure to understand the technical content of a learning project, an inability to plan and conduct the processes involved in a project, or a failure to identify how or where to seek help that is needed. The lack of education as an obstacle is probably linked to the type of learning projects involved, rather than to the individual's own level of education, since the education variable was found to have no significant effect on the way interviewees answered this question.

Lack of money can be a serious problem to any adult, especially to those in the low income group who were found to conduct as many learning projects as adults in the upper income brackets. Earlier data presented in this report showed that an average of $280 was spent on each learning project by interviewees in the Knoxville sample and $208 in the combined sample. Although considerably less was spent on projects by Monroe adults, the costs are generally high, since the individual normally pays the full bill himself.

Miller (1967) found accessibility to educational facilities and programs to be a crucial factor in an adult's pattern of participation in learning activities. The problem of "resources not accessible" was seen as an obstacle by adults in the combined sample, but the obstacle received a higher frequency of responses in the Monroe sample. The latter occurrence could be expected, however, in view of the rural nature of the county.

Perceived Obstacles

The ranking of the five most frequently cited perceived obstacles for the two samples and the combined sample is as follows:

Knoxville	Monroe	Combined
Lack of time	Lack of time	Lack of time
Lack of money	Lack of money	Lack of money
Lack of motivation	Family conflicts	Lack of motivation
Lack of education	Lack of education	Family conflicts
Family conflicts	Resources not accessible	Lack of education

Lack of time again ranked as the most frequently cited obstacle perceived as interfering with future attempts to learn. Lack of money was the next most frequently cited obstacle in both samples. Family conflicts and lack of available resources assumed more importance in the Monroe sample than in the Knoxville sample.

The difference in the ranking of the actual vs. perceived obstacles may reflect anticipated expenditures of money for further projects, the need to devote sufficient interest and energy to plan and conduct projects with no immediate urgency attached, and the priority given to external activities versus time with family members.

Lack of money seemed to be the greatest problem for the younger adult, singles, the less educated, and lower income groups. Time was a problem most often cited by males, the more educated, upper income groups. Proprietor-managers and adults of middle age were also most likely to cite lack of time as an obstacle. Other personal characteristics were associated with perceived obstacles in much the same way as with actual obstacles.

The obstacles to adult participation in educational activities identified in the Commission of Non-Traditional Study (1973) closely relate to those in the present study. In order of the frequency of their occurrence, the obstacles identified by the Commission were:

	Percent
Costs	53
Not enough time	46
Unwilling to attend school full time	35
Home responsibilities	32
Job responsibilities	28
Amount of time required to complete program	21
Too old	17
No information on learning opportunities	17
Courses aren't conveniently scheduled	16
Strict attendance requirements	15

Although the Commission's survey might have been biased toward formal collegiate programs, the above obstacles do indicate that time, money, home conflicts, and institutional requirements are major blocks to participation.

Questionnaire Results

All interviewees were sent a mail questionnaire following their interviews. Out of the Knoxville sample of 277 interviewees, 170 (61 percent) returned completed questionnaires. The instruments were returned by 68 out of 149 (46 percent) of the adults in Monroe County. In view of the relatively small number of adults completing questionnaires, no attempt was made to present the data by demographic characteristics of the respondents.

The two sample areas (Monroe and Knox) are sufficiently different in the number and make up of available educational agencies and programs to make a discussion of combined sample findings less meaningful than a contrast between the groups. Therefore, the bulk of the discussion that follows concentrates on the differences and similarities in the results from the two samples.

Enrollment and Interest in Continuing Education Programs

Nearly 15 percent of the Knoxville respondents and 7 percent of the Monroe respondents were enrolled in a course or other educational activity at the time of the study. The higher number in the Knoxville sample could be due to the greater number of college students in the group. Overall, 12.6 percent of the respondents were enrolled in an educational program.

Seventy-four percent of the Knoxville respondents and 52 percent of the Monroe respondents indicated that they would be interested in continuing their education. Overall, two-thirds of the respondents said that they would be interested in continuing their education. The larger percentage of adults in the Knoxville sample who indicated an interest in continuing their education may be due to the higher overall level of education characterizing the sample. Previous studies have demonstrated the strong positive correlation between educational background and willingness to participate in educational programs.

This interest in learning parallels findings by the Commission on Non-Traditional Study which describe a strong interest by adults to continue their education. As reported earlier in this section, approximately 79.8 million, or 75 percent, of the adults in their nationwide study were classified as "would be learners."

The respondents were asked whether they had taken a course in some agency or institution of adult education during the past year. Of the 167 Knoxvillians responding, 35 percent had taken one or more courses, while 15 percent of the 65 persons in the Monroe sample had taken one or more courses. Overall, 30 percent of the sample had taken courses. Twelve percent of the Knoxville sample and nine percent of the Monroe sample had taken one or more correspondence courses sometime during the preceding 12 months.

The rate of participation was higher than that found in a study recently conducted by the United States Office of Education and the Bureau of the Census (1969). In the initial report it was disclosed that of a total U. S. population of 130,314,000 persons age 17 and older, 10.1 percent participated in adult education. Excluding full-time students, the figure climbed to 11 percent of the eligible population engaged in adult education. Information was obtained from a special questionnaire distributed to a sample of approximately 105,000 used for the Current Population Survey in May, 1969. Unlike Johnstone's research which estimated that 20 percent of the population participated in educational programs, the Census Bureau report did not take into account adults engaged in independent study.

Interest in Continuing Education

Eighty-two percent of the Knoxville sample and 68 percent of the Monroe sample said they want to learn more about something, a statistic consistent with the findings of the Commission of Non-Traditional Study (1973). Sixty percent of the Knoxville sample and 45 percent of the Monroe sample said that "personal growth" would be primary reason for continuing their education. Fourteen percent of each sample said they would continue learning to "update their education," while nine percent of the Knoxvillians and 14 percent of the Monroe Countians would do so to prepare for a "future career."

Put in order of their rankings, the list of reasons for both samples appeared as follows:

Personal Growth
Update Education
Future Career
Combination of Reasons
Dissatisfaction with Present Position

The percentages in the two samples varied somewhat, but persons in both samples had similar reasons for continuing their education. Although the above categories are much broader and more encompassing than the categories used earlier to describe interviewees' reasons for conducting learning projects, they are consistent with these reasons and are consistent with the findings of related studies.

One-half of the Knoxville respondents indicated that they would want to take "courses" for credit, while forty-five percent of the Monroe sample preferred credit courses. The opposite proportions occurred with respect to non-credit courses.

The emphasis on courses in the questionnaire item probably skewed the answers in the direction of credit. The results of six studies of adult learning projects revealed the following percentages of adults in special populations who conducted projects for credit:

	Percent
Tough	1
Coolican	1
Johnson	23
Johns	5
Denys	7
McCatty	1

The present study indicated that less than one percent of the interviewees conducted their learning projects for credit. Johnson's research cited above, however, revealed a larger percentage of credit-based activities because more of the adults in his study took formal courses. In short, if adults are faced with the choice of taking a course, it appears that just as many would prefer no credit as would prefer credit.

Support for Continuing Education Programs

Respondents were asked whether adult education programs are "important things for people to spend money on." Ninety-three percent of the Knoxville sample and 76 percent of the Monroe sample answered in the affirmative, while 18 percent of the Monroe sample and five percent of the Knoxville sample had "no opinion." Overall, 88 percent of the respondents said they thought adult programs were important things for people to spend money on.

Awareness of Educational Opportunities

Johnstone and Rivera (p. 201) concluded that one adult in three was not aware of the educational resources for adults in his or her community, and that adults tend to think of the regular school system when they think of places for adults to learn. Adults in the Knoxville and Monroe samples were asked to indicate their knowledge of educational agencies as they might exist in their community. They were presented with the following choices:

> Below is a list of the different types of institutions, agencies, and groups which offer adult education courses in some communities. For each of these, would you please check (✓) whether any organizations or institutions of this type offered courses for adults in your community during the past year.

The following is a listing of the types of institutions and their program offerings as presented in the questionnaire. Shown also are the percentages of persons indicating that they were aware of each agency and its offerings.

Knoxville	Monroe County
Universities or colleges offering adult evening classes for credit (91.6)	Religious groups (church-centered groups of any type) (45.9)
Universities or colleges offering non-credit adult evening classes (85.5)	Community service groups (such as YMCA, YWCA, Boy Scouts, etc.) (38.3)
An educational television channel that is within the city (78.8)	Fraternal and social groups (such as the Masons, Odd Fellows, etc.) (36.7)

Knoxville	Monroe County
Community service groups (such as YMCA, YWCA, Boy Scouts, etc.) (78.3)	Agricultural associations (30.5)
Religious groups (church-centered groups of any type) (71.1)	Recreational and sports groups (such as game clubs, hunting groups, etc.) (27.4)
Universities or colleges sponsoring lectures and related activities open to local adults (69.7)	Universities or colleges offering adult evening classes for credit (24.6)
Universities or colleges conferences, workshops, and institutions open to local adults (63.3)	Civic and political groups (such as political parties, League of Women Voters, etc.) (23.0)
Secondary schools offering adult evening courses for credit (59.6)	Secondary schools offering adult evening courses for credit (22.2)
Cultural organizations (such as drama and music clubs) (52.1)	Universities or colleges offering non-credit adult evening classes (20.6)
Civic and political groups (such as political parties, League of Women Voters, etc.) (43.0)	Secondary schools offering non-credit adult evening classes (19.7)
Secondary schools offering non-credit adult evening classes (42.8)	Veterans organizations (18.3)
Government agencies (40.0)	Universities or colleges conferences, workshops, and institutions open to local adults (14.5)
Business groups (such as Chambers of Commerce) (35.2)	Government agencies (13.3)
Agriculture Associations (33.9)	Business groups (such as Chambers of Commerce (13.3)
Local libraries sponsoring adult education activities (29.1)	Universities or colleges sponsoring lectures and related activities open to local adults (11.3)

Knoxville	Monroe County
Fraternal and social groups (such as the Masons, Odd Fellows, etc.) (27.1)	An educational television channel that is within the city (10.0)
Labor unions (22.4)	Labor unions (8.2)
Veterans organizations (19.4)	Cultural organizations (such as drama and music clubs) (6.7)
Local museums sponsoring adult education activities (19.4)	Local libraries sponsoring adult education activities (3.2)
	Local museums sponsoring adult education activities (1.7)

A relatively high percentage of Knoxville respondents (92 percent) indicated that they knew of universities or colleges offering adult evening courses for credit. Fewer (86 percent) knew that the same institutions offer non-credit courses. The results are not surprising, since the University of Tennessee and Knoxville College are located in the city, and non-credit offerings are less plentiful and are a less well-known form of instruction than credit programs.

In Monroe, only one-fourth of the respondents knew about college credit courses and 14 percent knew about non-credit courses. The only college in Monroe is Hiwassee College (a two-year private institution), and at the time of the study, Hiwassee had a very limited non-credit program. Comparatively, more persons should have been aware of Hiwassee's credit program. However, there is a tendency for adults to view a college as being for young, full-time students and not for the part-time adult with no interest in a college degree. Other factors contributing to the low awareness level in Monroe could be the respondents' relatively low level of education and the emphasis by Hiwassee on the transfer education curriculum.

Religious groups ranked first in level of awareness among Monroe respondents (46 percent). This statistic is consistent with the relatively high frequency of religious-related learning projects among Monroe adults, and the importance placed on the church as a community center in rural areas.

Low on both lists were libraries and museums. This is surprising when the Knoxville sample is considered, since the city has a large library system and at least one museum. Monroe has few libraries and no museums.

Secondary schools were relatively low on the Knoxville list, although both the city and the county school systems are active in offering educational programs for adults. However, the emphasis by the schools on adult basic education and career education may have escaped most adults not in need of the two programs.

In general, a larger percentage of Knoxville and Monroe adults were aware of the educational agencies around them than was the case in the Johnstone study (1965, p. 201). Considering the date of the Johnstone survey (1961-62), and allowing for differences in the methodology employed in the two studies, major reasons for the higher percentage found in the present study may be due to a more active role in adult education by contemporary educational agencies and an increase in the overall participation rate by adults in educational programs. Still, several agencies retain a low profile in their communities, noticed only by a select few who may partake of their educational offerings.

Knowledge of Programs

Knox (1968) pointed out that in one community survey most of the topics ranked "would attend if offered" were in fact being offered in the community at that time. In addition to the questions regarding awareness of agencies sponsoring adult education activities, the adults in the Knoxville and Monroe samples were asked a series of questions with regard to subjects about which adults may want to learn. The eight subject areas were introduced as follows:

> Listed below are eight general subject areas. Within each area a variety of specific courses could be placed. For each area we would like to know whether any courses of this type were offered in your city during the last year. For each category, the possible answers are:
>
> A. Yes, courses of this type were offered.
>
> B. No, I know of no course fitting this description that was offered.
>
> C. I don't know whether courses of this type were offered.

The following represents the ranking and percentage of "yes" responses to these subjects:

Knoxville

Hobbies and recreation: classes dealing with arts, crafts, skills and interests for spare time enjoyment (89.0)

Job-related skills or other job-related subjects: subjects and skills used in the professional, technical, business, office, clerical, sales spheres, in the skilled trades, in semi-skilled occupations (82.3)

General education subjects: academic subjects of the sort studied as part of a high school or college education, but excluding all business, trade, vocational, technical, professional or other job-related courses. (78.5)

Classes in personal development: subjects and skills aimed at helping people expand themselves in the areas of health, physical fitness, personality development, interpersonal and social skills, basic reading and writing (73.8)

Classes in religion, morals, and ethics, akin to the notion of "personal development," but concerned exclusively with the area of spiritual, moral, ethical development (63.2)

Courses dealing with home and family life: topics pertaining to the establishment, maintenance or improvement of a home, and to carrying out household duties and family responsibilities (57.3)

Agricultural subjects: all topics related to farming or commercial gardening (40.5)

Monroe County

General education subjects: academic subjects of the sort studied as part of a high school or college education, but excluding all business, trade, vocational, technical, professional or other job related courses (32.3)

Hobbies and recreation: classes dealing with arts, crafts, skills and interests for spare time enjoyment (28.8)

Agricultural subjects: all topics related to farming or commercial gardening (26.3)

Job-related skills or other job-related subjects: subjects and skills used in the professional, technical, business, office, clerical, sales spheres, in the skilled trades, in semi-skilled occupations (22.4)

Classes in personal development: subjects and skills aimed at helping people expand themselves in the area of health, physical fitness, personality development, interpersonal and social skills, basic reading and writing (19.0)

Classes in religion, morals, and ethics, akin to the notion of personal development but concerned exclusively with the area of spiritual, moral, ethical development (19.0)

Courses dealing with home and family life: topics pertaining to the establishment, maintenance or improvement of a home, and to carrying out household duties and family responsibilities (15.3)

Knoxville	Monroe County
Current events, public affairs, and citizenship: topics dealing with social, political, and economic affairs (39.9)	Current events, public affairs, and citizenship: topics dealing with social, political, and economic affairs (3.4)

Surprisingly, "general education subjects," which include college-level courses, ranked third in frequency of responses in the Knoxville sample, although the awareness of colleges and universities offering such courses was highest among the same respondents. Similarly, general education courses ranked first on the Monroe list, but awareness of colleges offering educational programs for adults ranked low in the Monroe sample. The subjects received practically the same ranking as the content areas of the learning projects conducted by Knoxville adults (see page 13). This apparent relationship could be merely a coincidence, however, since it did not hold true for the Monroe sample.

Overall, the level of awareness of specific program areas was lower than the awareness of the existence of educational agencies, especially in the Monroe sample.

Perception of People Who Continue Their Education

An adult's perception of the kind of person most likely to participate in adult education activities may affect his own decisions about participating in educational programs. Members of the two samples were asked to respond to several questions relating to the characteristics thought to describe adult learners. The responses to each question are summarized below:

> From your own experience, or from what you have heard, what type of people would you guess more often attend adult education classes?

Sex. Forty-two percent of the Monroe Countians said women, while just over one-fifth said men. Thirty percent said both men and women. Thirty-six percent of the Knoxville sample said women were most likely to participate, and one-third said both men and women.

Age. Approximately one-half (49 percent) of the Monroe sample thought middle-aged people participate more often, and 38 percent of the Knoxville sample agreed. The Knoxville sample cited younger adults next most frequently, and both samples assigned a high percentage of responses to "all age groups."

Marital status. The majority of both samples thought married people were most likely to participate.

Feelings about life. Only one-fourth of the respondents thought adult learners were not satisfied with life.

Main goal in life. Approximately one-third of each sample thought the adult's goal in life was to "get ahead" and nearly one-half saw the adult participant as wanting to "get ahead" and to "enjoy life."

Educational background. Slightly over one-half of the Monroe adults thought most adults who attend classes have no college preparation, while just over one-half of the Knoxville respondents saw both people with and without college preparation attending classes for adults.

What people want to learn about. Three-fourths of both samples saw adults who participate as seeking to learn both "practical things" and "new ideas."

There was a tendency for respondents to ascribe to their stereotype learner characteristics like their own. Females appeared to name more females as participants, and the better educated seemed to identify persons with at least some college. The bulk of both samples was in the middle-age category, and most were married.

If the above impressions can be summarized, the respondents saw the typical participant in adult education activities as female, middle-aged, married with at least some college education, reasonably satisfied with life, with ambition to "get ahead" and "enjoy life" and interested in both "practical things" and "new ideas." The participant is, therefore, viewed in positive terms, with characteristics commonly associated with middle class adults. This view is not unlike the conclusion made by several researchers that adult education is primarily a "middle class activity," and that the bulk of the participants are in the middle age category. Although most studies show that just as many males as females participate in adult education, there is widespread popular belief that adult education classes are engaged in primarily by women (Johnstone, 1965, p. 194).

The final section of the questionnaire included 13 reasons people have given for not attending adult education classes. The subjects were asked to respond to each, indicating whether each reason

1. would apply to me
2. would not apply to me
3. I don't know

The percentages of "would apply to me" responses are summarized below:

Knoxville	Monroe County
Too busy (48.5)	No courses available (46.8)
Too tired at night (34.1)	Too hard to get out of the house (40.3)
Can't afford it (24.1)	Too busy (37.1)
Not the studying type (23.6)	Too tired at night (36.1)
Too hard to get out of the house (19.2)	Can't afford it (33.9)
Too old (10.8)	Not the studying type (32.3)
Programs don't sound interesting (7.9)	Too old (16.1)
I'd feel like a stranger (7.2)	No transportation (12.9)
Can learn without going to classes (6.0)	I'd feel like a stranger (11.5)
Spouse would not like the idea (4.8)	Spouse would not like it (8.1)
No transportation (3.6)	I'd feel childish (6.5)
No courses available (3.0)	Can learn without going to class (6.5)
I'd feel childish going to classes at night (1.8)	Programs don't sound interesting (4.8)

In Knoxville, the most frequently occurring category of responses was related to time. Forty-eight percent said they were "too busy" to attend class. Fewer Monroe Countians (37 percent) cited time as a factor, but in both cases the results are consistent with the earlier-reported finding that "lack of time" was the primary obstacle to conducting learning projects.

It is interesting to note that Monroe respondents cited "no courses available" as the primary reason for not attending classes. This finding seems consistent with the fact that relatively few adult education classes are held in Monroe County.

The second most frequent response in Monroe was "too hard to get out of the house," a finding consistent with the large number of females in the Monroe sample. It is possible that females feel more closely tied to the home than do men.

Another interesting feature of the Knoxville sample is the third-ranked response of "can't afford it." This is in spite of the fact that most adult classes are either free or relatively inexpensive. It is possible that adults in the Knoxville sample were considering more technical or college-level subjects when responding to this question.

Some of the long-held beliefs that adults may be embarrassed or uncertain of themselves by "attending school" may be refuted by the relatively low number of adults responding to such reasons as "I'd feel like a stranger," "I'd feel childish," or "I'm too old."

A summary of the findings follows in the next section.

SUMMARY AND IMPLICATIONS

The following is a synopsis of the major findings of the study and a discussion of the implications for research and practice. The discussion applies only to the adults in the two samples described in this report; any generalizations to other populations must be made with similar knowledge about those populations.

Summary of Findings

1. Most adults were pragmatic in their goals and choices of subject matter as they pursued learning projects. Job-related projects and recreational projects were most popular with adults in both samples. Religious projects were more frequently conducted in the Monroe sample, while family-related and personal improvement projects were among the five most frequent content areas studied by adults. The choice of content areas and the relative priority given to each area was consistent with the choices made by adults in similar studies. The content varied with education, sex, age, marital status, and occupation.

With minor exceptions, the same major reasons for conducting learning projects were given by adults in both samples. Overall, adults chose the goal of "to increase knowledge and understanding" as their most frequent choice, while "to improve job performance" was a close second. These choices also varied with the adult's educational level, sex, marital status, income and occupation. The goals chosen were similar to those selected by adults surveyed by other investigators of adult participation patterns.

2. Adults involved in the present study conducted fewer learning projects than adults interviewed in related studies, but they were otherwise as active as learners in other studies. At least 95 percent of the adults surveyed conducted one or more learning projects during a 12-month period in 1972-73.

On the average, adults interviewed in Monroe County conducted 3.1 projects; and Knoxville adults conducted 4.1 projects. The overall mean was 3.7 projects. The results varied with educational level, sex, marital status and occupation. Most significant was the observation that as educational level increased, the number of learning projects increased.

3. Three-fourths (76 percent) of the adults interviewed directed their own learning projects. The next most frequent planner type was groups, which involved 10 percent of the projects, and one-to-one planners, nonhuman planners and "mixed" planners, in order of the frequency of their occurrence. The relative percentage of self-directed projects and the ranking of the five types of planners agree with six other studies of adult learning projects. Level of education had a significant relationship to the choice of a planner, with adults at the lowest educational level having the highest percentage of self-directed projects.

4. Adults rarely conducted their learning projects without some form of assistance. They chose a wide variety of resources to assist them in conducting their learning projects. Most popular among the resources were books, experts, and magazines. Least used were audio devices, learning kits and the radio.

Approximately one-half of the interviewees said that they needed more help at some point in their learning projects. Such help usually required the knowledgable assistance of an instructor or a technical expert, although adults also needed assistance in locating materials and information, arranging activities, and in evaluating their progress. The higher the level of education, the more likely adults were to ask for help.

Seventy-four percent of the interviewees evaluated their projects to determine progress toward their preselected goals. Roughly 13 percent instituted major changes in their projects during the period of evaluation, and 49 percent involved other people in evaluating their projects.

5. Some adults spent considerable sums of money and devoted large blocks of time to their learning projects. However, most spent relatively little and devoted something over a hundred hours per year on individual projects. Knoxville adults spent an

average of 206 hours on their learning projects, while Monroe adults devoted an average of 105 hours to their projects. The range of hours for the total group was from 8 to 3,650 hours. The averages are higher than the averages found in six other studies.

Although there was a considerable range of costs involved in conducting individual learning projects, the median cost was $5 for the combined sample. However, due to the high cost of a few projects (up to $7,250), the overall average cost was $209.

6. Important adjustments were often made in the adults' living habits, to include working schedules, the use of leisure time, and their relationship with family and friends. Just over one-fourth of the adults had to change their daily routine to accommodate their learning projects. One-half of the Knoxville sample conducted all project activities in their spare time. The majority of the interviewees chose their home as the most suitable place for conducting their learning project. Few (3.5 percent) chose "school" as the place most suitable.

7. Adults faced a number of obstacles while conducting their learning projects. The major obstacle in conducting learning projects faced by members of both samples was lack of time. For the Monroe sample, inaccessible resources was a major obstacle, while adults in both groups cited lack of education as an important obstacle. Lack of money ranked third on the list of actual obstacles for both samples.

When asked what would prevent them from choosing learning projects in the future, adults in both samples cited lack of time as the major obstacle. Lack of money and family conflicts were frequently cited as obstacles. The results varied by sex, age, education, income and occupation. The findings were in line with the results of the recent survey of adult learning patterns conducted by the Commission on Non-Traditional Study.

8. A number of adults participated in formal educational programs during the year. Most expressed a desire to continue their education, but few desired formal credit. Thirteen percent of the adults in the combined sample who returned questionnaires

were enrolled in an educational program. Thirty percent had taken a course during the 12-month period preceding the survey. The percentages varied by location.

Overall, two-thirds of the respondents said that they were interested in continuing their education. This response varied by location, with 74 percent of the Knoxville sample and 52 percent of the Monroe sample answering in the affirmative. Eighty-two percent of the Knoxville sample and 68 percent of the Monroe sample said that they wanted "to learn about something."

Adults in the combined sample were just as likely to prefer credit as not to prefer credit for enrolling in courses, while less than one percent of their learning projects were conducted for credit. The Commission on Non-Traditional Study reported that three-fourths of adults in its sample were not interested in credit.

Almost nine out of ten respondents (three-fourths in Monroe) said "adult education programs are important things for people to spend money on."

9. Adults in Knoxville, a community with plentiful educational resources, had varying levels of awareness of the educational opportunities around them. Some institutions and their programs were well known and others were not so well known. Rural adults seemed to have a low level of awareness of agencies and programs but had good reason for disclaiming any knowledge of programs in their community. Not only are programs more plentiful in urban areas, but the programs themselves often have more outreach in their communities.

Knoxville adults were generally aware of the major educational institutions and agencies in the city. Most visible were college and university credit and non-credit programs. However, less than one-fifth of the sample was aware of the existence of educational programs offered by museums and Veteran's organizations. In Monroe, religious groups were most visible, followed by community service groups and fraternal and social groups. However, these institutions were less well known to Monroe Countians than the more visible educational institutions in Knoxville were known to Knoxvillians. Monroe adults were even less aware of libraries and museums in their community. (This finding is probably consistent with the general lack of adult education agencies in Monroe County.)

Adults in the Knoxville sample were generally aware of the existence of hobby and recreation courses and job-related courses. More than eight out of ten said they were aware of such courses being offered in the city, while only four out of ten were aware of the existence of courses on agricultural subjects or current events. Monroe Countians (32 percent) were more aware of courses in the area of general education and hobbies and recreation than other subject areas. They were almost unaware of courses being offered in the area of current events and public affairs.

10. Adults in both samples had an image of the person most likely to participate in adult education programs. Interestingly, their image fit the stereotype adult described in several major research studies. But it didn't describe the adult who directs his or her own learning projects.

Respondents characterized the typical participant in adult education programs as female, middle-aged, married with at least some college education, reasonably satisfied with life, with ambitions to get ahead and enjoy life, and interested in both practicalities and new ideas.

11. Adults often said they are too busy or too tired to attend adult education programs. Rural adults frequently said that there simply were no courses available. Others said that it was too hard to get away from home. In any case, it was not evident that adults felt shy or embarrassed about attending classes. Relatively few claimed that they were too old.

The primary reasons Knoxville adults gave for not attending adult education courses were: "too busy," "too tired to go to class," and "can't afford it." The major reasons given by Monroe adults were "no courses available," "too hard to leave home," and "too busy."

Implications for Practice

Adults are learning about their jobs, their homes, their families, their religions, their communities, and about themselves.

They are learning largely on their own, often in spite of the programs being offered by educational institutions. Some do participate in formal educational programs, but the majority do most of their learning outside the auspices of educational institutions. Educational institutions and agencies, on the other hand, offer programs and services that do not reach their intended audiences. Such organizations need to develop programs that will accommodate adults who are not able or willing to participate in programs largely developed at the convenience of the organization.

One way that educational organizations may accommodate the adult learner is to allow for constraints on his or her time and schedule. Traditionally, adult education activities have been scheduled for the evening when, it is assumed, most working adults have free time. However, not all adults work on "eight-to-five" schedules, and not all adults hold regular employment. Educational organizations should take into account the variety of work schedules and leisure time arrangements of both working and non-working adults.

Adults in some vocations have begun to enjoy shorter work weeks and increased leisure time. Moreover, adults' interests change; and changing social and economic conditions often call for adjustments in adult living patterns. Such features of adult life seem to call for educational programs to help the adult cope with changing conditions and to make wise and efficient use of leisure time. However, the adult doesn't merely "add on" educational activities to his or her schedule. He or she more often must give up one kind of activity for another. Therefore, educational activities compete with other alternatives that the adult may choose from to occupy his or her time. Unfortunately for the educational organization, their educational activities are not always selected first when the adult is faced with a choice of recreational pursuits, additional income-producing jobs, or simply time with the family. It is therefore important for educational organizations to arrange for programs that are convenient to adults, thereby making their choices more likely to favor educational activities. An educational organization must make its offerings more convenient to adults by avoiding offering all of its courses over the same period of time and in the same sequence and format.

In a related manner, another way that educational organizations may reach and retain larger numbers of adults is to design programs whose content is closely related to adult interests and responsibilities. The present study reinforced earlier findings that showed adults to be most active in educational pursuits that were related to their jobs. Also high on the lists of frequently conducted learning projects were those related to the adults' hobbies and recreational activities, and projects related to the home and family.

Adults seem to want to learn about those things that occupy the majority of their time and that are most significant in their lives. Program planners interested in involving greater numbers of adults in their programs should therefore place priority on the kinds of educational activities that relate directly to the daily living requirements of adults. More especially, "non-credit" educational activities should enable the adult to be more effective in his or her job, to develop a new hobby or to solve problems related to the family. The most successful educational activities are likely to be those designed to be immediately useful to the adult learner.

An examination of the kinds of learning projects conducted by adults can give educational planners some insight into the kinds of programs that may be most appealing to their clientele. The study revealed that rural and urban adults differed in the kinds of learning projects conducted. An adult's level of formal educational achievement seemed to affect his or her choice of learning projects, as did the adult's sex and occupational status. It is therefore important that the educational planner take into account the needs and interests of special population groups, especially as they are revealed in their choice of learning project content.

Another way that educational organizations may reach adults is to provide new forms of assistance to adult learners. The present study revealed that adults rarely conducted their learning projects without obtaining some form of outside assistance. They were found to draw upon a wide variety of resources while conducting their projects. They depended heavily upon other people--friends, relatives, colleagues, and experts--to assist them in the several self-teaching tasks involved in learning projects. However, they made relatively little use of modern instructional techniques, such as programmed instruction, learning packages, cassette tapes, filmstrips, and television. Adults in both the rural and urban areas sought assistance in retrieving materials, arranging their learning activities, and in evaluating their progress. Educational organizations, on the other hand, while usually equipped with a variety of needed resources, depend upon a traditional time block and classroom situation to teach adults. They need to develop new and more creative ways to make their resources and assistance available to greater numbers of adults.

Educational organizations may employ "learning counselors" (Tough, 1971) to assist adults in their efforts to plan and conduct learning projects, and to tie such projects into a broader framework for living. The same organizations may also inform the public of the advantages of the "new media," and make provisions for their use by sharing their resources with the public. New and flexible instruments that can be used wherever the adult goes should be made a part of the methodology of most educational organizations. Moreover, public educational organizations should be prepared to offer adults information and materials without regard to whether they are enrolled in a course or other formal educational activity sponsored by the organization.

The present study, as well as related investigations, have shown adults to be more aware of certain types of educational organizations than others and to have different perceptions of their functions. Some may perceive the library to be the major source for adult education activities in their community. Others may not consider a local college or university to be an adult education organization available to them. Still others may recognize the adult education role of social, service, or governmental agencies in their communities. Adults simply have greater access to some agencies than to others. Their educational level, location, sex or financial status may qualify them for entry into some organizations but bar them from others.

On the other hand, educational organizations are frequently found to offer duplicate programs for audiences with a variety of backgrounds and qualifications. The educational organizations involved may enhance their services to the adult community by taking action to make themselves more visible, and by striving for higher levels of cooperation with other agencies having similar purposes. Consistent with the recommendations of the Commission on Non-Traditional Study, the resources of a community or region should be listed in an inventory of educational activities and facilities involving various sponsoring organizations, thus identifying the available programs and facilities for the benefit of would-be learners. Such a "directory" of services would also benefit the organizations involved, as they simply learn more about one another.

These same educational organizations may achieve a level of cooperation that would benefit not only the program sponsors, but the adult learner as well. Such cooperation may be achieved by developing "courses" that cause the learner to take advantage of the special facilities and resources of two or more organizations. An example of such cooperation may be the use of public library facilities by the public school adult basic education program. Such agencies draw upon the assistance of several different agencies to support their own program. The advantage to the learner is one of widening his contacts with agencies and permitting a greater access to their programs.

Rural adults were found to cite the lack of available resources as a major impediment to their participation in educational programs. An obvious problem is the relatively low number of educational organizations in rural areas when compared to metropolitan areas. However, the existing educational organizations should be especially sensitive to the needs of adults in remote sections of their service areas. More needs to be done to make adults aware of the existence of adult education opportunities in rural areas. Agencies with the capability of reaching adults in rural areas, such as the Extension

Service and community colleges, should not only broaden and extend their own programs, but should assist other agencies in identifying needs and services unique to rural populations.

Adults in the present study as well as in other studies were found to place relatively little emphasis on college credit as a reward for their participation in educational activities. Efforts should therefore be made to develop new forms of recognition for adult learning. Degree-granting and credit-based institutions may need to re-examine their obsession with credit and degrees and to encourage learning, free of traditional academic credit, for a variety of people and purposes.

The recent development of the Continuing Education Unit (CEU) as a means of recognizing adult learning experiences may be interpreted as a step in the direction implied by the results of this study, although it still represents a form of "credit." The CEU, however, may better serve the sponsoring institution and the clientele interested in certification and liscensing, than to stimulate participation among adults not interested in any form of credit.

The incidence of self-directed learning found in this and related studies places a new emphasis on the home as a learning environment. The majority of adults in the present study cited the home as the most suitable place to conduct their learning projects, while "school" as a location had been chosen by a very small percentage of the sample. Alert educational planners will develop ways to reach the adult in his or her own home, as well as in the office and other places frequented by the adult.

Given the significant number of adults citing the costs of educational activities as being a major obstacle to their participation, new forms of financial assistance may need to be provided for adult educational programs and/or for adult students themselves, so as to reduce the burden of "paying as you go" placed on the adult student.

Implications for Research

The present study has extended the results of earlier investigations which focused on the nature of adult participation in learning projects. As discussed in the text of this report, the results have supported certain earlier findings and differed from others. However, when taken as a group, the recent studies of adult learning project activities have resulted in a general understanding of the phenomenon and have provided a base for future investigations which can probe more deeply into specific problem areas.

Needed are studies of different population groups, to include occupational groups, persons of different ages, educational level, sex and place of residence. The results of the present study indicate that the pattern of adult participation in learning projects varies with such characteristics of the adult population, but deliberate and controlled investigations are needed to determine the exact nature of such relationships.

Research should also focus on the way adults organize their learning projects, to include the "sequence" of activities they follow while completing their tasks. As we discover more about adult behavior in a learning environment, the more we might learn about effective ways of designing and organizing formal educational activities.

How does the adult deal with obstacles as he encounters them during a learning project? Knowledge of the adult's coping behavior may give some clues to educators interested in helping the adult overcome barriers to learning.

More needs to be known about the factors that an adult takes into account as he or she chooses a planner. This information can help educators to be more effective in lending assistance to adults as they make decisions about learning project goals and activities.

What factors influence an adult learner's choice of resources to be used in learning projects? Educational organizations have a responsibility to provide resources that are compatible with the scope of their services. They must have a sound knowledge base from which they can offer such help.

How does the adult perceive the kind of help available from educational organizations? How do program directors perceive the self-directed learner? It is possible that neither party is adequately assessing the other's needs and resources, thereby reducing the chances of an effective service relationship between the educational organization and the adult as a learner.

The above are but examples of the areas in need of further study. They do not begin to describe all that is needed in the whole area of adult learning. However, such action or applied research efforts are necessary in order for adult educators to offer educational programs based on more than hunches or guesswork. The recent growth in research on adult learning projects promises to lend more direction to adult educators in their earnest efforts to effect positive change in adult behavior.

BIBLIOGRAPHY

Booth, Alan. "A Demographic Consideration of Non-Participation," Adult Education, XI, 4 (1961), pp. 223-234.

Burgess, Paul. "Reasons for Adult Participation in Group Education Activities," Adult Education, XX, 1 (1971), pp. 3-29.

Coolican, Patricia. "The Learning Styles of Mothers of Young Children" (unpublished doctoral dissertation, Syracuse University, 1973).

Commission on Non-Traditional Study. Diversity by Design. San Francisco: Jossey-Bass Publishers, 1973.

Denys, Laurent. "The Major Learning Efforts of Two Groups of Accra Adults" (unpublished doctoral dissertation, University of Toronto, 1973).

Fair, James. "The Learning Activities of Beginning Elementary School Teachers" (unpublished doctoral dissertation, University of Toronto, 1973).

Houle, Cyril O. The Inquiring Mind: A Study of the Adult Who Continues to Learn. Madison, Wisconsin, The University of Wisconsin Press, 1961.

Johns, Will, Jr. "Selected Characteristics of the Learning Projects Pursued by Practicing Pharmacists," (unpublished Ed.D. dissertation, University of Georgia, 1973).

Johnson, Edwin A. "Selected Characteristics of the Learning Projects Pursued by Adults Who Have Earned a High School Diploma and/or a High School Equivalency Certificate." (unpublished dissertation, University of Georgia, 1973).

Johnstone, John W. C. and Ramon Rivera. Volunteers for Learning. Chicago, Aldine Publishing Company, 1965.

Knox, Alan B. "Interests and Adult Education," Journal of Learning Disabilities, I, 4 (April, 1968), pp. 220-229.

McCatty, Cressy. "Patterns of Learning Projects Among Professional Men." (unpublished doctoral dissertation, University of Toronto, 1973).

Miller, Paul. "Participation in Education: A Forced Field Analysis." Boston: Center for Study of Liberal Education for Adults, 1967.

Participation in Adult Education. Initial Report of the National Center for Educational Statistics, Washington, U. S. Government Printing Office, 1969.

Seaman, Don F. and Wayne L. Schroeder. "The Relation Between Extent of Educative Behavior by Adults and Their Attitudes Toward Continuing Education," *Adult Education*, XX (1970), pp. 97-105.

Tough, Allen M. *Learning Without a Teacher: A Study of Tasks and Assistance During Adult Self-Teaching Projects*. Toronto: The Ontario Institute for Studies in Education, 1967.

Tough, Allen M. *Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project*. Toronto: The Ontario Institute for Studies in Education, 1968.

Tough, Allen M. "Some Major Reasons for Learning." *Self Concept in Adult Participation: Conference Report and Bibliography*. Syracuse, New York: ERIC Clearinghouse on Adult Education, 1969.

Tough, Allen M. *The Adult's Learning Projects: A Fresh Approach* to Theory and Practice in Adult Learning. Toronto: The Ontario Institute for Studies in Education, 1971.

U. S. Department of Health, Education, and Welfare/Office of Education. *Perspectives of Adult Education in the United States and a Projection for the Future*. Washington, D. C.: Government Printing Office, 1972.

ADULT LEARNING PROJECTS

A STUDY OF ADULT LEARNING IN URBAN AND RURAL TENNESSEE

John M. Peters
Associate Professor
Department of Continuing
and Higher Education

R. Susan Gordon
Assistant Director
Department of Workshops
and Non-Credit Programs

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

1974

INTRODUCTION TO APPENDIX

The Appendix contains materials supplementary to the text which is bound in a separate volume. The Appendix materials include the statistical tables, a list of learning projects completed by adults in the two samples, interview and questionnaire instruments, and a description of the interview procedure.

It is suggested that the enclosed material be reviewed as it is called for in the text of Adult Learning Projects.

APPENDICES

APPENDIX A. TABLES 1

1. Distribution of Sample by Sex 1
2. Race of Participants 2
3. Marital Status of Participants 3
4. Level of Education of Participants 4
5. Distribution of Sample by Income Class 5
6. Frequency of Age of Participants 6
7. Distribution of Sample by Occupation 7
8. Mean Number of Learning Projects by Sex 8
9. Mean Number of Learning Projects by Race 9
10. Mean Number of Learning Projects by Martial Status . 10
11. Mean Number of Learning Projects by Ages 11
12. Mean Number of Learning Projects by Occupation . . . 12
13. Mean Number of Learning Projects by Level of Education 13
14. Mean Number of Learning Projects by Income 14
15. Number of Learning Projects by Location 15
16. Frequency of Projects by Skill or Knowledge 16
17. Distribution of Sample by Learning Project Environment 17
18. Percentage of Spare Time Devoted to Learning Projects 18
19. Distribution of Sample by Relative Need for Additional Help 19
20. Distribution of Sample by Type of Planner by Learning Project 20
21. Goals Pursued in Learning Projects 21
22. Actual Obstacles to Learning Projects 22
23. Perceived Obstacles to Learning Projects 23

24. Resources: Family Members 24
25. Resources: Friends 25
26. Resources: Experts 26
27. Resources: Boss or Supervisor 27
28. Resources: Human Unclassified 28
29. Resources: Courses 29
30. Resources: Books 30
31. Resources: Newspapers 31
32. Resources: Magazines 32
33. Resources: Audio 33
34. Resources: Radio 34
35. Resources: TV 35
36. Resources: Kits 36
37. Resources: Individualized Learning Packages 37
38. Resources: Tools and Raw Materials 38
39. Resources: Movies 39
40. Resources: Non-Human 40
41. Resources: Miscellaneous 41
42. Current Enrollment in Educational Program 42
43. Participants Interested in Continuing Their Education 43
44. Preferences of Participants Wishing to Take Courses . 44
45. Primary Reason Participants Would Like to Continue Their Education 45
46. Response to Question: "Is There Something You'd Like to Know More About?" 46
47. Response to Question: "Do you Know of a Place in your Community Which Offers Job-Related Courses?" . . 47
48. Response to Question: "Are Adult Education Programs Important Things for People to Spend Money on?". . . . 48
49. Response to Question: "Are There Universities or Colleges Offering Adult and Evening Classes for Credit 49
50. Response to Question: "Are There Universities or Colleges Offering Non-Credit Adult Evening Classes . . 50
51. Response to Question: "Are There Colleges of Universities Sponsoring Conferences, Workshops, and Institutes Open to Local Adults?". 51

52. Response to Question: "Are There Colleges and Universities Sponsoring Lectures and Related Activities Open to Local Adults?" 52

53. Response to Question: "Are There Secondary Schools Offering Adult Evening Courses for Credit/Non-Credit . . . 53

54. Response to Question: "Are There Local Libraries Sponsoring Adult Education Activities 54

55. Response to Question: "Are There Local Museums Sponsoring Adult Education Activities?" 55

56. Response to Question: "Is There an Educational Television Channel within the City 56

57. Response to Question: "Are There Adult Education Activities Through Government Agencies in your Community?" 57

58. Response to Question: "Are There Adult Education Activities Sponsored Through Fraternal and Social Groups in your Community?" 58

59. Response to Question: "Are There Adult Education Activities Sponsored Through Business Groups (Such as the Chamber of Commerce) in your Community?". 59

60. Response to Question: "Are There Civic and Political Groups (Such as Political Parties, League of Women Voters, etc.) Sponsoring Adult Education Activities in your Community?" 60

61. Response to Question: "Are There Labor Unions Sponsoring Adult Education Activities in your Community?" 61

62. Response to Question: "Are There Religious Groups (Church-Centered Groups of any Type) Sponsoring Adult Education Activities in your Community? 62

63. Response to Question: "Are There Veteran's Organizations Sponsoring Adult Education Activities in your Community . . 63

64. Response to Question: "Are There Recreational and Sports Groups (Such as Game Clubs, Hunting Groups, etc.) Sponsoring Adult Education Activities in your Community?" . 64

65. Response to Question: "Are There Agricultural Associations Sponsoring Adult Education Activities in your Community?" . 65

66. Response to Question. "Are There Cultural Organizations (Such as Drama and Music Clubs) Sponsoring Adult Education Activities in your Community?" 66
67. Response to Question: "Are There Community Groups (Such as YMCA, YWCA, Boy Scouts, etc.) Sponsoring Adult Education Activities in your Community?" 67
68. Response to Question: "Were General Education Subjects Offered in your City in the Past Year?" 68
69. Response to Question: "During the Past Year were Courses on Job-Related Skills Offered in your City?" 69
70. Response to Question: "During the Past Year were Courses Related to Hobbies and Recreation Offered in your City?" . 70
71. Response to Question: "During the Past Year were Courses Related to Home and Family Offered in your City?". 71
72. Response to Question: "During the Past Year were Courses Related to Personal Development Offered in your City?" . . 72
73. Response to Question: "During the Past Year were Courses Related to Religion, Morals, and Ethics Offered in your City?" 73
74. Response to Question: "During the Past Year were Courses Related to Current Events Offered in your City?" 74
75. Response to Question: "During the Past Year were Courses Related to Agricultural Subjects Offered in your City?". . 75
76. Type of People Thought to Attend Adult Education Classes . 76
77. Age Group Thought to Participate in Adult Education. . . . 77
78. Marital Status of People Thought to Participate in Adult Education 78
79. Feelings about Life of Adults Thought to Participate in Adult Education Classes 79
80. Main Goal in Life Thought to be True of Adults Participating in Adult Education 80
81. Educational Background Thought to Characterize Adults Participating in Adult Education 81
82. Perceived Reasons Why Adults Learn 82

83. Reasons for not Participating in Adult Education: No Courses Available 83
84. Reasons for not Participating in Adult Education: Programs Don't Sound Interesting 84
85. Reasons for not Participating in Adult Education: Can Learn without Going to Classes 85
86. Reasons for not Participating in Adult Education: Feel Childish Going to Classes at Night 86
87. Reasons for not Participating in Adult Education: Too Busy 87
88. Reasons for not Participating in Adult Education: Too Tired at Night 88
89. Reasons for not Participating in Adult Education: Not the Studying Type 89
90. Reasons for not Participating in Adult Education: Too Hard to get out of the House 90
91. Reasons for not Participating in Adult Education: Can't Afford it 91
92. Reasons for not Participating in Adult Education: Too Old 92
93. Reasons for not Participating in Adult Education: Feel Like a Stranger 93
94. Reasons for not Participating in Adult Education: No Transportation 94
95. Reasons for not Participating in Adult Education: Spouse would not like the Idea 95
APPENDIX B. INTERVIEW PROCEDURE 96
APPENDIX C. PROBE SHEETS 104
APPENDIX D. QUESTIONNAIRE 115
APPENDIX E. KNOXVILLE LEARNING PROJECTS 123
APPENDIX F. MONROE COUNTY LEARNING PROJECTS 132

APPENDIX A

TABLES

BEST CCPY AVAILABLE

Table 1. Distribution of Sample by Sex

Sex	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Male	210	75.8	50	33.6	260	61.0
Female	67	24.2	99	66.4	166	39.0
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 2. Race of Participants

Race	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Black	14	5.1	8	5.4	22	5.2
White	263	94.9	141	94.6	404	94.8
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 3. Marital Status of Participants

Marital Status	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Married	234	84.5	122	81.9	356	83.6
Single*	43	15.5	27	18.1	70	16.4
TOTAL	277	100.0	149	100.0	426	100.0

*Single includes widowed, divorced, and separated.

Table 4. Level of Education of Participants

Level of Education	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Grades 1 - 8	22	7.9	41	27.5	63	14.8
Grades 9 - 12	25	9.1	37	24.8	62	14.6
High School Diploma	41	14.9	32	21.5	73	17.2
Some College	71	25.7	30	20.1	101	23.7
Bachelor's Degree	77	27.9	4	2.7	83	19.0
Master's or Doctor's Degree	40	14.5	5	3.4	45	10.5
TOTAL	276	100.0	149	100.0	427	100.0

Table 5. Distribution of Sample by Income Class

Income	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Under $4,000	18	6.6	28	18.8	46	10.8
$4,000-$8,000	31	11.2	50	33.6	81	19.0
$8,000-$12,000	77	27.8	36	24.2	113	26.5
$12,000-$16,000	46	16.6	17	11.4	63	14.8
$16,000-$20,000	42	15.2	7	4.7	49	11.5
$20,000-$24,000	25	9.0	5	3.4	30	7.0
$24,000-over	32	11.6	4	2.6	36	8.5
No Response	6	2.1	2	1.3	8	1.9
TOTAL	277	100.0	149	100.0	426	100.0

Table 6. Frequency of Age of Participants

Age	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Ages 17 - 24	33	11.9	21	14.1	54	12.7
Ages 25 - 29	41	14.8	22	14.8	63	14.8
Ages 30 - 34	24	8.7	15	10.1	39	9.2
Ages 35 - 39	27	9.7	14	9.4	41	9.6
Ages 40 - 44	43	15.5	12	8.0	55	12.9
Ages 45 - 49	35	12.6	17	11.4	52	12.2
Ages 50 - 54	24	8.7	11	7.4	35	8.2
Ages 55 - 64	22	7.9	22	14.8	44	10.3
Ages 65 - over	28	10.1	15	10.1	43	10.1
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 7. Distribution of Sample by Occupation

Occupation	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Housewife	28	10.1	60	40.3	88	20.7
Professional or Semi-Professional	89	32.1	8	5.4	97	22.8
Proprietor - Manager	17	6.1	4	2.7	21	4.9
Clerical Sales	41	14.8	9	6.0	50	11.7
Artist - Skilled	45	16.2	17	11.4	62	14.6
Semi-Skilled	18	6.5	34	22.8	52	12.2
Student - Unemployed Part-Time	39	14.1	17	11.4	56	13.1
TOTAL	277	100.0	149	100.0	426	100.0

Table 8. Mean Number of Learning Projects by Sex

Sex	Knoxville	Monroe	Combined
Male	4.2	3.4	4.0
Female	4.9	3.7	4.1

Table 9. Mean Number of Learning Projects by Race

Race	Knoxville	Monroe	Combined
Black	4.4	2.6	3.7
White	4.4	3.7	4.1

BEST COPY AVAILABLE

Table 10. Mean Number of Learning Projects by Marital Status

Status	Knoxville	Monroe	Combined
Married	3.7	3.6	3.7
S:W·D:SP	5.2	3.3	4.5

Table 11. Mean Number of Learning Projects by Ages

Ages	Knoxville	Monroe	Combined
Ages 17-24	3.9	3.9	3.9
Ages 25-29	4.8	3.7	4.4
Ages 30-34	4.7	3.7	4.2
Ages 35-39	5.2	3.9	4.8
Ages 40-44	4.6	3.3	4.2
Ages 45-49	3.8	3.4	3.7
Ages 50-54	3.5	4.4	3.7
Ages 55-64	5.4	3.0	3.6
65-over	3.6	3.6	3.6

Table 12. Mean Number of Learning Projects by Occupation

Occupation	Knoxville	Monroe	Combined
Housewife	4.8	3.7	4.1
Pro/Semi-Pro	4.9	4.1	4.7
Proprietor-Manager	3.9	5.5	4.3
Clerical Sales	4.4	4.4	4.4
Artist-Skilled	3.8	3.4	3.7
Semi-Skilled Unskilled Agricultural	3.3	2.7	2.9
Student - Unemployed Part-Time	4.3	3.5	4.0

BEST COPY AVAILABLE

Table 13. Mean Number of Learning Projects by Level of Education

Education	Knoxville	Monroe	Combined
GRA 1-8	2.4	3.1	2.9
GRA 9-12	3.2	3.4	3.3
HS Diploma	4.5	3.4	4.0
Some College	4.6	4.2	4.5
Bachelor's Degree	4.5	5.8	4.7
Master's or Doctor's Degree	5.5	4.2	5.4

Table 14. Mean Number of Learning Projects by Income

Income	Knoxville	Monroe	Combined
Under $4,000	5.3	3.3	4.0
$4,000 - $7,999	3.8	3.5	3.6
$8,000 - $11,999	4.1	4.0	4.0
$12,000 - $15,999	4.0	2.9	3.7
$16,000 - $19,999	4.9	2.7	4.6
$20,000 - $23,999	3.0	4.4	4.2
$24,000 +	5.4	4.7	5.5

Table 15. Number of Learning Projects by Location

Learning Projects	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
1	43	15.5	13	8.7	56	13.4
2	37	13.4	30	20.1	67	15.7
3	41	14.8	49	32.9	90	21.1
4	33	11.9	22	14.8	55	12.9
5	41	14.8	17	11.4	58	13.6
6	23	8.3	8	5.4	31	7.3
7	28	10.1	5	3.4	33	7.7
8 - 10	22	8.0	3	2.0	25	5.8
11 or more	9	3.2	2	1.3	11	2.5
TOTAL:	277	99.3	149	100.0	426	100.0
$\overline{X}$:	4.4		3.6		4.1	
M:	1.0		3.0		3.0	

BEST COPY AVAILABLE

Table 16. Frequency of Projects by Skill or Knowledge

Skill or Knowledge	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Job Related	106	38.3	37	24.8	143	33.6
Family Relations	9	3.2	15	10.1	24	5.6
Degree Related	3	1.1	0	0	3	0.7
Religious	18	6.5	19	12.8	37	8.7
Recreational	64	23.1	51	34.2	115	27.0
Political - Government	5	1.8	8	5.4	13	3.1
Personal Improvement	49	17.7	7	4.7	56	13.1
Community Service	4	1.4	1	0.7	5	1.2
Social Issue	0	0	1	0.7	1	0.2
Other	19	6.9	10	6.7	29	6.8
TOTAL	277	100.0	149	100.0	426	100.0

Table 17. Distribution of Sample by Learning Project Environment

Suitable Place	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Home	137	49.5	98	65.8	235	55.2
Work	59	21.3	20	13.4	79	18.5
School	9	3.2	6	4.0	15	3.5
Other	72	26.0	25	16.8	97	22.8
TOTAL	277	100.0	149	100.0	426	100.0

Table 18. Percentage of Spare Time Devoted to Learning Projects

Range	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
100%	140	50.5	57	38.3	197	46.2
79-99%	26	9.4	16	10.7	42	9.9
50-74%	12	4.3	19	12.7	31	7.3
25-49%	13	4.8	21	14.2	34	8.0
0-24%	86	31.0	36	24.1	122	28.6
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 19. Distribution of Sample by Relative Need for Additional Help

More Help Needed	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	144	52.0	67	45.0	211	49.5
No	128	46.2	81	54.4	209	49.1
No Response	5	1.8	1	0.7	6	1.4
TOTAL	277	100.0	149	100.0	426	100.0

Table 20. Distribution of Sample by Type of Planner by Learning Project

Planner	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Self	215	77.6	111	74.5	326	76.5
Group	29	10.4	17	11.4	46	10.8
Individual	14	5.1	13	8.7	27	6.3
Non-human	3	1.1	2	1.3	5	1.2
Mixed	16	5.8	6	4.0	22	5.2
TOTAL	277	100.0	149	100.0	426	100.0

Table 21. Goals Pursued in Learning Projects

To:	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Improve Job Performance	79	28.5	33	22.1	112	26.3
Gain New Skill for Employment	19	6.9	10	6.7	29	6.8
Teach or Impart to Others	10	3.6	6	4.0	16	3.8
Better Relate to Others	13	4.7	1	0.7	14	3.3
Improve Community	9	3.2	1	0.7	10	2.3
Increase Knowledge and Understanding	68	24.5	61	40.9	129	30.3
Enrich Recreational or Hobbie Activities	44	15.9	19	12.8	63	14.8
Goal not Clear	35	12.6	18	12.1	53	12.4
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 22. Actual Obstacles to Learning Projects

Obstacles	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Business Conflicts	5	1.8	3	2.0	8	1.9
Lack of Education	50	18.0	14	9.4	64	15.1
Resources not Accessible	30	10.9	22	14.7	52	12.2
Lack of Money	43	15.5	15	10.1	58	13.6
Lack of Time	109	39.4	61	40.9	170	39.9
Family Conflicts	9	3.2	12	8.1	21	4.9
Lack of Motivation	29	10.5	3	2.0	32	7.5
Health Problems - Physical Limitations	15	5.4	2	1.3	17	4.0
Marital Barriers	20	7.2	6	4.0	26	6.1
Dislike of Teacher	7	2.5	1	0.7	8	1.9
No Obstacles	44	15.9	32	21.5	76	17.8
Other Obstacles	56	20.3	30	20.1	86	20.2

Table 23. Perceived Obstacles to Learning Projects

Obstacles	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Business Conflicts	12	4.3	4	2.7	16	3.8
Lack of Education	24	8.7	19	12.8	43	10.1
Resources not Accessible	17	6.1	17	11.4	34	8.0
Lack of Money	80	28.9	47	31.5	127	29.8
Lack of Time	139	50.2	53	35.6	192	45.1
Family Conflicts	21	7.6	26	17.5	47	11.0
Lack of Motivation	44	15.9	14	9.4	58	13.6
Health Problems - Physical Limitations	13	4.7	9	6.0	22	5.2
Marital Barriers	11	4.0	7	4.7	18	4.2
Disline of Teacher	4	1.4	0	---	4	0.9
No Obstacles	20	7.2	11	7.4	31	7.3
Other Obstacles	16	5.8	8	5.4	24	5.6

Table 24. Resources: Family Members

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	31	11.2	32	21.5	63	14.8
Not Used	246	88.8	117	78.5	363	85.2
Total	277	100.0	149	100.0	426	100.0

Table 25. Resources: Friends

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	83	30.0	34	22.8	117	27.5
Not Used	194	70.0	115	77.2	309	72.5
TOTAL	297	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 26. Resources: Experts

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	151	54.5	54	36.3	205	48.1
Not Used	126	45.5	95	63.8	221	51.9
TOTAL	277	100.0	149	100.0	426	100.0

Table 27. Resources: Boss or Supervisor

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	8	2.9	4	2.7	12	2.8
Not Used	269	97.1	145	97.3	414	97.2
TOTAL	277	100.0	149	100.0	426	100.0

Table 28. Resources: Human Unclassified

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	83	30.0	45	30.2	128	30.0
Not Used	194	70.0	104	69.8	298	70.0
TOTAL	277	100.0	149	100.0	426	100.0

Table 29. Resources: Courses

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	31	11.2	19	12.8	50	11.7
Not Used	246	88.8	130	87.2	376	88.3
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 30. Resources: Books

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	144	52.0	68	45.6	212	49.8
Not Used	133	48.0	81	54.4	214	50.2
TOTAL	277	100.0	149	100.0	426	100.0

Table 30. Resources: Books

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	144	52.0	68	45.6	212	49.8
Not Used	133	48.0	81	54.4	214	50.2
TOTAL	277	100.0	149	100.0	426	100.0

Table 31. Resources: Newspapers

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	28	10.1	13	8.8	41	9.6
Not Used	249	89.9	136	91.3	385	90.4
TOTAL	277	100.0	149	100.0	426	100.0

Table 32. Resources: Magazines

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	132	47.7	63	42.2	195	45.8
Not U[illegible]d	145	52.3	86	57.7	231	54.2
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 33. Resources: Audio

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	5	1.8	3	2.0	8	1.8
Not Used	272	98.2	146	98.0	418	98.1
TOTAL	277	100.0	149	100.0	426	100.0

Table 34. Resources: Radio

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	5	1.8	1	0.7	6	1.4
Not Used	272	98.2	148	99.3	420	98.6
TOTAL	277	100.0	149	100.0	426	100.0

Table 35. Resources: TV

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	19	6.9	22	14.7	41	9.6
Not Used	258	93.1	127	85.2	385	90.4
TOTAL	277	100.0	149	100.0	426	100.0

Table 36. Resources: Kits

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	4	1.4	3	2.0	7	1.6
Not Used	273	98.6	146	98.0	419	98.4
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 37. Resources: Individualized Learning Packages

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	8	2.9	2	1.4	10	2.3
Not Used	269	97.1	147	98.7	416	97.7
TOTAL	277	100.0	149	100.0	426	100.0

Table 38. Resources: Tools and Raw Materials

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	95	34.3	43	28.9	138	32.4
Not Used	182	65.7	106	71.1	288	67.6
TOTAL	277	100.0	149	100.0	426	100.0

Table 39. Resources: Movies

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	12	4.3	3	2.0	15	3.5
Not Used	255	95.7	146	98.0	411	96.5
TOTAL	277	100.0	149	100.0	426	100.0

Table 40. Resources: Non-Human

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	19	6.9	1	0.7	20	4.7
Not Used	258	93.1	148	99.3	406	95.3
TOTAL	277	100.0	149	100.0	426	100.0

Table 41. Resources: Miscellaneous

Resources	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Used	9	3.2	--	--	9	2.1
Not Used	268	96.8	149	100.0	417	97.9
TOTAL	277	100.0	149	100.0	426	100.0

BEST COPY AVAILABLE

Table 42. Current Enrollment in Educational Program

Currently:	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Enrolled	25	14.7	5	7.4	30	12.6
Not Enrolled	145	85.3	63	92.6	208	87.4
TOTAL	170	100.0	68	100.0	238	100.0

Table 43. Participants Interested in Continuing Their Education

	Knoxville		Monroe		Combined	
Interested	Number	Percent	Number	Percent	Number	Percent
Yes-Part Time	108	63.9	31	45.6	139	58.60
Yes-Full Time	17	10.1	4	5.9	21	8.90
No	44	26.0	33	48.5	77	32.50
TOTAL	169	100.0	68	100.0	237	100.00

Table 44. Preferences of Participants Wishing to Take Courses

Preferences	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Credit	79	50.0	22	44.9	101	48.8
Non-Credit	66	41.8	25	51.0	91	44.0
Both	13	8.2	2	4.1	15	7.2
TOTAL	158	100.0	49	100.0	207	100.0

BEST COPY AVAILABLE

Table 45. Primary Reason Participants Would Like to Continue Their Education

Reason	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Personal Growth	97	60.2	25	44.6	122	56.2
Update Education	22	13.7	8	14.3	30	13.8
Certification	1	0.6	3	5.4	4	1.8
Future Career	15	9.3	8	14.3	23	10.6
Dissatisfaction - Present Position	9	5.6	3	5.4	12	5.5
Escape	0	0.0	1	1.7	1	1.5
Other	3	1.9	2	3.6	5	1.9
Combination	14	8.7	6	10.7	20	8.7
TOTAL	161	100.0	56	100.0	217	100.0

Table 46. Response to Question: "Is There Something You'd Like to Know More About?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	133	82.1	44	67.7	177	78.0
No	13	8.0	5	7.7	18	7.9
Don't Know	16	9.9	16	24.6	32	14.1
TOTAL	162	100.0	65	100.0	227	100.0

Table 47. Response To Question: "Do you Know of a Place in your Community Which Offers Job-Related Courses?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	110	66.3	8	12.1	118	50.9
No	24	14.4	40	60.6	64	27.6
Don't Know	32	19.3	18	27.3	50	21.6
TOTAL	166	100.0	66	100.0	232	100.0

Table 48. Response to Question: "Are Adult Education Programs Important Things for **People** to Spend Money on?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Important	155	92.8	51	76.1	206	88.0
Money Better Spent on Something Else	3	1.8	4	6.0	7	3.0
No Opinion	9	5.4	12	17.9	21	9.0
TOTAL	167	100.0	67	100.0	234	100.0

BEST COPY AVAILABLE

Table 49. Response to Question: "Are There Universities or Colleges Offering Adult and Evening Classes for Credit?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	152	91.6	16	24.6	168	72.7
No	3	1.8	29	44.6	32	13.9
Don't Know	11	6.6	20	30.8	31	13.4
TOTAL	166	100.0	65	100.0	231	100.0

Table 50. Response to Question: "Are There Universities or Colleges Offering Non-Credit Adult Evening Classes?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	142	85.5	13	20.6	155	67.7
No	6	3.6	27	42.9	33	14.4
Don't Know	18	10.8	23	36.5	41	17.9
TOTAL	166	100.0	63	100.0	229	100.0

Table 51. Response to Question: "Are There Colleges or Universities Sponsoring Conferences, Workshops, and Institutes Open to Local Adults?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	105	63.3	9	14.5	114	50.0
No	5	3.0	31	50.0	36	15.8
Don't Know	56	33.7	22	35.5	78	34.2
TOTAL	166	100.0	62	100.0	228	100.0

Table 52. Response to Question: "Are There Colleges and Universities Sponsoring Lectures and Related Activities Open to Local Adults?

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	115	69.7	7	11.3	122	53.7
No	6	3.6	28	45.2	34	15.0
Don't Know	44	26.7	27	43.5	71	31.3
TOTAL	165	100.0	62	100.0	227	100.0

Table 53. Response to Question: "Are There Secondary Schools Offering Adult Evening Courses for Credit/Non-Credit?"

Credit	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	99	59.6	14	22.2	113	49.3
No	7	4.2	25	39.7	32	14.0
Don't Know	60	36.2	24	38.1	84	36.7
TOTAL	166	100.0	63	100.0	229	100.0

Non-Credit	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	71	42.8	12	19.7	83	36.5
No	11	6.6	28	45.9	39	17.2
Don't Know	84	50.6	21	34.4	105	46.3
TOTAL	166	100.0	61	100.0	227	100.0

BEST COPY AVAILABLE

Table 54. Response to Question: "Are There Local Libraries Sponsoring Adult Education Activities?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	48	29.1	2	3.2	50	22.0
No	7	4.2	36	58.1	43	19.0
Don't Know	110	66.7	24	38.7	134	59.1
TOTAL	165	100.0	62	100.0	227	100.0

Table 55. Response to Question: "Are There Local Museums Sponsoring Adult Education Activities?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	32	19.4	1	1.7	33	14.7
No	10	6.1	45	75.0	55	24.4
Don't Know	123	74.5	14	23.3	137	60.9
TOTAL	165	100.0	60	100.0	225	100.0

Table 56. Response to Question: "Is There an Educational Television Channel within the City?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	130	78.8	6	10.0	136	60.4
No	15	9.1	45	75.0	60	26.7
Don't Know	20	12.1	9	15.0	29	12.9
TOTAL	165	100.0	60	100.0	225	100.0

Table 57. Response to Question: "Are There Adult Education Activities Through Government Agencies in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	66	40.0	8	13.3	74	32.9
No	6	3.6	31	51.7	37	16.4
Don't Know	93	56.4	21	35.0	114	50.7
TOTAL	165	100.0	60	100.0	225	100.0

BEST COPY AVAILABLE

Table 58. Response to Question: "Are There Adult Education Activities Sponsored Through Fraternal and Social Groups in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	45	27.1	22	36.7	67	29.6
No	5	3.0	21	35.0	26	11.5
Don't Know	116	69.9	17	28.3	133	58.8
TOTAL	166	100.0	60	100.0	226	100.0

Table 59. Response to Question: "Are There Adult Education Activities Sponsored Through Business Groups (Such as Chamber of Commerce) in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	58	35.2	8	13.3	66	29.3
No	7	4.2	31	51.7	38	16.9
Don't Know	100	60.6	21	35.0	121	53.8
TOTAL	165	100.0	60	100.0	225	100.0

Table 60. Response to Question: "Are There Civic and Political Groups (Such as Political Parties, League of Women Voters, etc.) Sponsoring Adult Education Activities in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	71	43.0	14	23.0	85	37.6
No	4	2.4	22	36.1	26	11.5
Don't Know	90	54.5	25	41.0	115	50.9
TOTAL	165	100.0	61	100.0	226	100.0

Table 61. Response to Question: "Are There Labor Unions Sponsoring Adult Education Activities in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	37	22.4	5	8.2	42	18.6
No	12	7.3	37	60.7	49	21.7
Don't Know	116	70.3	19	31.1	135	59.7
TOTAL	165	100.0	61	100.0	226	100.0

BEST COPY AVAILABLE

Table 62. Response to Question: "Are There Religious Groups (Church-Centered Groups of any Type) Sponsoring Adult Education Activities in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	118	71.1	28	45.9	146	64.3
No	2	1.2	16	26.2	18	7.9
Don't Know	46	27.7	17	27.9	63	27.8
TOTAL	166	100.0	61	100.0	227	100.0

Table 63. Response to Question: "Are There Veteran's Organizations Sponsoring Adult Education Activities in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	32	19.4	11	18.3	43	19.1
No	8	4.8	28	46.7	36	16.0
Don't Know	125	75.8	21	35.0	146	64.9
TOTAL	165	100.0	60	100.0	225	100.0

Table 64. Response to Question: "Are There Recreational and Sports Groups (Such as Game Clubs, Hunting Groups, etc.) Sponsoring Adult Education Activities in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	95	57.2	17	27.4	112	49.1
No	4	2.4	21	33.9	25	11.0
Don't Know	67	40.4	24	38.7	91	39.9
TOTAL	166	100.0	62	100.0	228	100.0

Table 65. Response to Question: "Are There Agricultural Associations Sponsoring Adult Education Activities in your Community?"

	Knoxville		Monroe		Combined	
Response	Number	Percent	Number	Percent	Number	Percent
Yes	56	34.0	18	30.5	74	33.0
No	5	3.0	21	35.6	26	11.6
Don't Know	104	63.0	20	33.9	124	55.4
TOTAL	165	100.0	59	100.0	224	100.0

Table 66. Response to Question. "Are There Cultural Organizations (Such as Drama and Music Clubs) Sponsoring Adult Education Activities in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	86	52.1	4	6.7	90	40.0
No	4	2.4	39	65.0	43	19.1
Don't Know	75	45.5	17	28.3	92	40.9
TOTAL	165	100.0	60	100.0	225	100.0

BEST COPY AVAILABLE

Table 67. Response to Question: "Are There Community Groups (Such as YMCA, YWCA, Boy Scouts, etc.) Sponsoring Adult Education Activities in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	130	78.3	23	38.3	153	67.7
No	3	1.8	21	35.0	24	10.6
Don't Know	33	19.9	16	26.7	49	21.7
TOTAL	166	100.0	60	100.0	226	100.0

Table 68. Response to Question: "Were General Education Subjects Offered in your City in the Past Year?"

	Knoxville		Monroe		Combined	
Response	Number	Percent	Number	Percent	Number	Percent
Yes	128	78.5	20	32.3	148	65.8
No	4	2.5	19	30.6	23	10.2
Don't Know	31	19.0	23	37.1	54	24.0
TOTAL	163	100.0	62	100.0	225	100.0

Table 69. Response to Question: "During the Past Year were Courses on Job Related Skills Offered in your City?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	135	82.3	13	22.4	148	66.7
No	1	0.6	25	43.1	26	11.7
Don't Know	28	17.1	20	34.5	48	21.6
TOTAL	164	100.0	58	100.0	222	100.0

Table 70. Response to Question: "During the Past Year were Courses Related to Hobbies and Recreation Offered in your City?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	145	89.0	17	28.8	162	73.0
No	1	0.6	27	45.8	28	12.6
Don't Know	17	10.4	15	25.4	32	14.4
TOTAL	163	100.0	59	100.0	222	100.0

BEST COPY AVAILABLE

Table 71. Response to Question: "During the Past Year Were Courses Related to Home and Family Offered in your City?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	94	57.3	9	15.3	103	46.2
No	5	3.0	32	54.2	37	16.6
Don't Know	65	39.6	18	30.5	83	37.2
TOTAL	164	100.0	59	100.0	223	100.0

Table 72. Response to Question: "During the Past Year Were Courses Related to Personal Development Offered in your City?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	121	73.8	11	19.0	132	59.5
No	4	2.4	26	44.8	30	13.5
Don't Know	39	23.8	21	36.2	60	27.0
TOTAL	164	100.0	58	100.0	222	100.0

Table 73. Response to Question: "During the Past Year Were Courses Related to Religion, Morals, and Ethics Offered in your Community?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	103	63.2	11	19.0	114	51.6
No	6	3.7	26	44.8	32	14.5
Don't Know	54	33.1	21	36.2	75	33.9
TOTAL	163	100.0	58	100.0	221	100.0

Table 74. Response to Question: "During the Past Year Were Courses Related to Current Events Offered in your City?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	65	39.9	2	3.4	67	30.3
No	8	4.9	34	58.6	42	19.0
Don't Know	90	55.2	22	37.9	112	50.7
TOTAL	163	100.0	58	100.0	221	100.0

Table 75. Response to Question: "During the Past Year Were Courses Related to Agricultural Subjects Offered in your City?"

Response	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Yes	66	40.5	15	26.3	81	36.8
No	8	4.9	21	36.8	29	13.2
Don't Know	89	54.6	21	36.8	110	50.0
TOTAL	163	100.0	57	100.0	220	100.0

BEST COPY AVAILABLE

Table 76. Type of People Thought to Attend Adult Education Classes

Type	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Women	62	37.1	29	43.3	91	38.9
Men	30	18.0	10	14.9	40	17.1
Both	60	35.9	16	23.9	76	32.5
Don't Know	15	9.0	12	17.9	27	11.5
TOTAL	167	100.0	67	100.0	234	100.0

Table 77. Age Group Thought to Participate in Adult Education

Age Group	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Younger People	43	25.7	13	19.4	56	23.9
Middle - Aged	64	38.3	33	49.3	97	41.5
Older People	6	3.6	1	1.5	7	3.0
All Age Groups	41	24.6	14	20.9	55	23.5
Don't Know	13	7.8	6	9.0	19	8.1
TOTAL	167	100.0	67	100.0	234	100.0

Table 78. Marital Status of People Thought to Participate in Adult Education

Status	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Married	114	67.5	37	56.1	151	64.3
Single	11	6.5	5	7.6	16	6.8
Both	29	17.2	12	18.2	41	17.4
Don't Know	15	8.9	12	18.2	27	11.5
TOTAL	169	100.0	66	100.0	235	100.0

Table 79. Feelings about Life of Adults Thought to Participate in Adult Education Classes

Feelings	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Pretty Satisfied	60	35.5	22	33.3	82	34.9
Little Satisfied	28	16.6	4	6.1	32	13.6
Not Satisfied	39	23.1	16	24.2	55	23.4
Don't Know	42	24.9	24	36.4	66	28.1
TOTAL	169	100.0	66	100.0	235	100.0

BEST COPY AVAILABLE

Table 80. Main Goal in Life Thought to be True of Adults Participating in Adult Education

Goal	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Get Ahead	53	31.2	23	34.3	75	31.8
Enjoy Life	28	16.5	9	13.4	37	15.7
Both	76	44.7	30	44.8	106	44.9
Don't Know	13	7.6	5	7.5	18	7.6
TOTAL	170	100.0	67	100.0	236	100.0

Table 81. Educational Background Thought to Characterize Adults Participating in Adult Education

Background	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
College	35	20.7	10	15.3	45	19.2
No College	34	20.1	35	53.8	69	29.4
Both Groups	90	53.3	13	20.0	103	44.0
Don't Know	10	5.9	7	10.7	17	7.3
TOTAL	169	100.0	65	100.0	234	100.0

Table 82. Perceived Reasons why Adults Learn

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Practical Things	18	10.7	9	13.4	27	11.4
New Ideas	14	8.3	7	10.4	21	8.9
Both A & B	133	78.7	50	74.6	183	77.5
Don't Know	4	2.4	1	1.5	5	2.1
TOTAL	169	100.0	67	100.0	236	100.0

Table 83. Reasons for not Participating in Adult Education: No Courses Available

	Knoxville		Monroe		Combined	
Reasons	Number	Percent	Number	Percent	Number	Percent
Applies	5	3.0	29	46.8	34	14.9
Doesn't Apply	153	92.2	23	37.1	176	77.2
Don't Know	8	4.8	10	16.1	18	7.9
TOTAL	166	100.0	62	100.0	228	100.0

BEST COPY AVAILABLE

Table 84. Reasons for not Participating in Adult Education: Programs don't Sound Interesting

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	13	7.9	3	4.8	16	6.9
Doesn't Apply	144	87.3	39	62.9	189	81.1
Don't Know	8	4.8	20	32.3	28	12.0
TOTAL	165	100.0	62	100.0	233	100.0

Table 85. Reasons for not Participating in Adult Education: Can Learn without Going to Classes

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	10	6.0	4	6.5	14	6.1
Doesn't Apply	151	91.0	50	80.6	201	88.2
Don't Know	5	3.0	8	12.9	13	5.7
TOTAL	166	100.0	62	100.0	228	100.0

Table 86. Reasons for not Participating in Adult Education: Feel Childish Going to Classes at Night

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	3	1.8	4	6.5	7	3.1
Doesn't Apply	160	96.4	53	85.5	213	93.4
Don't Know	3	1.8	5	8.1	8	3.5
TOTAL	166	100.0	62	100.0	228	100.0

Table 87. Reasons for not Participating in Adult Education: Too Busy

	Knoxville		Monroe		Combined	
Reasons	Number	Percent	Number	Percent	Number	Percent
Applies	81	48.5	23	37.1	104	45.4
Doesn't Apply	82	49.1	31	50.0	113	49.3
Don't Know	4	2.4	8	12.9	12	5.2
TOTAL	167	100.0	62	100.0	229	100.0

BEST COPY AVAILABLE

Table 88. Reasons for not Participating in Adult Education: Too Tired at Night

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	57	34.1	22	36.1	79	34.6
Doesn't Apply	108	64.7	35	57.4	143	62.7
Don't Know	2	1.2	4	6.6	6	2.6
TOTAL	167	100.0	61	100.0	228	100.0

Table 89. Reasons for not Participating in Adult Education: Not the Studying Type

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	39	23.6	20	32.3	59	26.0
Doesn't Apply	119	72.1	37	59.7	156	68.7
Don't Know	7	4.2	5	8.1	12	5.3
TOTAL	165	100.0	62	100.0	227	100.0

Table 90. Reasons for not Participating in Adult Education: Too Hard to get out of the House

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	32	19.2	25	40.3	57	24.9
Doesn't Apply	128	76.6	34	54.8	162	70.7
Don't Know	7	4.2	3	4.8	10	4.4
TOTAL	167	100.0	62	100.0	229	100.0

Table 91. Reasons for not Participating in Adult Education: Can't Afford it

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	40	24.1	21	33.9	61	26.8
Doesn't Apply	115	69.3	30	48.4	145	63.6
Don't Know	11	6.6	11	17.7	22	9.6
TOTAL	166	100.0	62	100.0	228	100.0

Table 92. Reason for not Participating in Adult Education: Too Old

Reason	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	18	10.8	10	16.1	28	12.3
Doesn't Apply	143	86.1	47	75.8	190	83.3
Don't Know	5	3.0	5	8.1	10	4.4
TOTAL	166	100.0	62	100.0	228	100.0

BEST COPY AVAILABLE

Table 93. Reason for Not Participating in Adult Education: Feel Like a Stranger

Reason	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	12	7.2	7	11.5	19	8.4
Doesn't Apply	149	89.8	44	72.1	193	85.0
Don't Know	5	3.0	10	16.4	15	6.6
TOTAL	166	100.0	61	100.0	227	100.0

Table 94. Reasons for not Participating in Adult Education: No Transportation

Reasons	Knoxville		Monroe		Combined	
	Number	Percent	Number	Percent	Number	Percent
Applies	6	3.6	8	12.9	14	6.1
Doesn't Apply	158	95.2	49	79.0	207	90.8
Don't Know	2	1.2	5	8.1	7	3.1
TOTAL	166	100.0	62	100.0	228	100.0

BEST COPY AVAILABLE

Table 95. Reasons for not Participating in Adult Education: Spouse would not like the Idea

	Knoxville		Monroe		Combined	
Reasons	Number	Percent	Number	Percent	Number	Percent
Applies	8	4.8	5	8.1	13	5.7
Doesn't Apply	151	91.5	49	79.0	200	88.1
Don't Know	6	3.6	8	12.9	14	6.2
TOTAL	165	100.0	62	100.0	227	100.0

APPENDIX B

INTERVIEW PROCEDURE

INTERVIEW PROCEDURE

Each interviewer was to be familiar enough with the interview procedure and the materials to be able to establish a relaxed, open atmosphere with the interviewee. He or she would explain the purpose of the study by saying something like:

> I'm conducting a study of the deliberate learning efforts of adults. My research is about the things adults want to learn, and how they go about their learning.
>
> Everyone learns, but different people learn different things - and in different ways.
>
> I'm interested in listing the things you have tried to learn since this time last year.
>
> When I say "learn" I don't just mean learning the sort of things that people learn in schools and colleges. I mean any sort of deliberate effort to learn something, or to learn how to do something. Perhaps you tried to get some information or knowledge - or to gain new skills or improve your old ones - or to increase your sensitivity or understanding or appreciation.
>
> Can you think of any efforts to learn that you have made since this time last year?

The interviewer then allowed the interviewee to think back and recall any attempts at learning during the past year.

When the interviewee had listed as many efforts as possible in this manner on interview sheet A (see Appendix C), the interviewer probed further with suggestions like:

> Try to think back over all of the past several months. I'm interested in any deliberate effort you made to learn something. Anything at all can be included, regardless of whether it was easy or hard, big or little, important or trivial, serious or fun, as long as you spent a few hours at it sometime since this month last year.

The interviewer gave the interviewee a list of topics that people might choose for learning projects, compiled from Tough, Johnstone, and others (probe sheet C, see Appendix C). If the interviewer could ascertain that the interviewee had a reading problem the interviewer would go over the probe sheets and data _with_ the subject. The list was introduced by saying:

> Some people forget about some of their efforts to learn. On this sheet, we've listed some of the different ways of learning. Does this list suggest some other projects to you?

An additional probe sheet (see sheet D in Appendix C) is used to remind the subject of a variety of methods of learning other than with a teacher in a classroom. The interviewer was instructed to be as precise as possible about what a subject was trying to _learn_. The interviewee selected one of the subjects or methods from the probe sheets; he/she was asked to use his/her own title rather than ours.

The interviewee was then asked:

> Which of the projects listed were deliberate efforts to gain a skill or knowledge?
>
> Which projects represent at least 8 hours of time spent at learning during the past twelve months?
>
> Which projects were not a part of a degree program?
>
> Which topics represent learning that you wanted to retain longer than the 48 hours immediately following your learning activities?

The interviewer and interviewees identified the items which met all of the above criteria and then selected the one project from those meeting the study criteria which the subject felt is or was the most important project to the interviewee. That project selected without help from the interviewer was then recorded on data sheet B (see Appendix C) in terms of the skill or knowledge learned. From here on through the interview the subject was asked questions with regard to the single project selected for analysis.

Learning Episodes: The interviewer asked the subject to recall the activities involved in attempting to gain the particular skill or knowledge, and recorded the estimated time spent on each activity. Generally, these activities were listed in a chronological order. If the subject indicated activities such as "read books" or "read magazines", the interviewer would ask:

> How many books (magazines) would you estimate you read for this learning? How much time would you estimate you spent reading these books (magazines)?

In this manner all learning episodes would be probed and listed.

Time: The interviewer would divide the time spent on this project as follows:

> There are three ways in which you may have devoted time to the project.
>
> First, approximately how much time have you spent on this project altogether?
>
> Second, you may have spent time deciding what to learn, how to learn it, traveling, and/or arranging appropriate conditions.
>
> Third, during some of the time, your major immediate goal might have been to gain certain knowledge and skill.
>
> This card explains the three ways you might have spent some time on this project. (See card 1, Appendix C).

While the interviewee read the criterion for the three time divisions, the interviewer computed the time for each episode and entered it under category three. After the subject had an opportunity to read the criteria, the interviewer told him how many hours had been spent in learning and asked him to estimate the number of hours deciding, planning, traveling and arranging the learning. Time one was recorded as a combination of time two and time three.

Suitable Place: The interviewer gave the interviewee card 2 to ascertain where the majority of the learning project took place (see card 2, Appendix C), and whether any problems were encountered in deciding on a place to learn.

When to Learn: The interviewer would next ask:

> When you were deciding how much time to spend on this learning project, did you have to rearrange any part of your daily routine to accommodate your learning project?

If the answer to this question was, "Yes", the interviewer would probe briefly and record any changes made or considered.

Spare Time: The interviewee was then asked:

> What percentage of this learning would you estimate was done in your spare time?

Setting Goals and Evaluating Progress: The interviewee was asked to state his/her goal for the learning project. Additionally, he/she was asked:

> Did you evaluate your progress during the course of the learning project?
>
> At these times did you make any changes in your goal or in your methods?
>
> Did you seek other people or examples (human or non-human) to help you evaluate your progress?

Planners: In attempting to identify the person primarily responsible for the day-to-day decisions relating to the learning project, the interviewer said:

> Another aspect of your learning projects that I'd like to consider is who or what planned your day-to-day learning. That is, who or what made the decisions about what to learn, when to learn, how to learn, and so forth.

To facilitate his/her answer the interviewer would give the interviewee card 3 (Appendix C). After reading the explanation of the four types of planners, the subject's answer was recorded. If, after brief probing, no one primary planner could be identified as planning 51 percent or more of the project activities, the planner was specified "mixed". If the planner was a non-human resource, the medium used was also recorded (i.e., books, tapes, etc.). If the planner was a group, the type of group was probed: a formal course; an informal interest group; a committee; or perhaps a family. If the planner was an individual, his relationship to the learner was recorded, such as a friend, neighbor, mother, etc.

Resources: The interviewer next determined the kind of resources, both human and non-human, the subject used in the learning project. Card 4 (see Appendix C) was used to explain what was meant by "resources". If the subject named people, the interviewer asked for the interviewee's relationship to each person.

More Help: The interviewer asked whether the interviewee would have liked more help at any points within the learning project.

Cost: In determining the costs the subject had incurred the interviewer gave the subject card 5 (see Appendix C), which listed five areas in which costs may have been incurred.

Obstacles: The interviewer using data sheet E (see Appendix C), asked several questions of the subject with regard to obstacles.

> Many adults describe problems they have had to deal with in conducting learning projects. Of all the projects we've discussed, what were the major problems that you had to resolve?

Once the actual obstacles were recorded, the interviewer asked:

> Of all the things you have wanted to learn but failed to do (or did not begin), what were the major problems that kept you from learning them?

At this point the major portion of the interview was finished. The interviewer concluded by saying:

> That concludes the interview, is there any part that you would like to go back over or modify? Or is there anything you'd like to know about the research project?
>
> Before we leave, would you please fill out this information sheet about yourself. As we mentioned when we first contacted you, your name will not be used. It's called for on this sheet so that we can match it with a questionnaire that will be sent from the University.

After any parting comments between the two people, the interviewer would thank the subject for his/her time and assistance and leave.

To facilitate the flow of the interview this entire procedure was outlined on one page (see Appendix), and gives clues to questions for each section.

The interviewer reviewed his/her notes taken during the interview and recorded them in more detail as soon as possible following the interview. The completed interview form was submitted to the project director for analysis and final recording.

APPENDIX C

PROBE SHEETS

Knowledge or Skill: ________________________________

Activities:

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

Times: 1. ____________ 2. ____________ 3. ____________

Suitable Place: 1. ________________________

2. Yes/No ________________________

When to Learn: Yes/No Changes ________________________

Percentage in Spare Time: ____________ Goal ____________

1. Evaluation Points ____________ 2. Changes ____________

____________ ____________

____________ 3. Yes/No ____________

Planner: ________________________________

Resources: ________________ ________________

________________ ________________

________________ ________________

More Help: ________________________________

Costs: Traveling and Arranging ________ Planners ________

Resources and Materials ________ Planning & Deciding ________

Other ________________

Total Cost ________

C.

SOME THINGS THAT PEOPLE LEARN ABOUT

Regular School Subjects
Such as: Current events; public affairs; politics
Mathematics; statistics; arithmetic
Science; astronomy; man in space
Musical instrument; singing; music appreciation
English; French; some other language
Great books; literature; history; geography; biography; philosophy

Trade, Business, or Vocational Subjects
Such as: Using machinery
Typing; data processing; mechanical skill
Various careers; choosing an occupation; finding a job
Something related to job or responsibility or decision
Professional or technical competence; salesmanship; how to teach or supervise
Business management; economics; business

Any On-the-Job Training

Hobbies and Recreations
Such as: A sport or game; swimming; dancing; bridge; golf
A hobby or craft; collecting something; photography; woodworking
Art; painting; architecture
Travel

Home and Family Life
Such as: Sewing; cooking; homemaking; entertaining
Home repair or improvements; decorating and furniture
Raising a child; discipline; infant care; child's education
Gardening; landscaping
Relationships within the family

Personal Development
Such as: Speed reading; effective writing; public speaking; vocabulary
Health; physical fitness; posture; clothes; appearance
Psychology; effective relationships with other people; groups; leadership; social skills
Some personal problem; mental health; an emotional problem; an illness or medical condition
Dating; relationships with the opposite sex; manners; marriage
Sensory awareness; human potential; communication; understanding oneself; efficiency

Religion, Ethics, or Moral Behavior

Current Events, Public Affairs, and Citizenship
Such as: International affairs; current changes in society; community gov't.
The future; problems in cities; pollution; sociology

Other - Anything else not Covered by these Categories
Such as: Driving a car
Nature; agriculture; animals
New techniques; a new way of doing something; an innovation

Going right back over the past nine months, can you recall any times you tried to learn something by reading a book? When you read newspapers or magazines, do you read certain topics or sections because you want to remember the content? Have you tried to learn anything from booklets, pamphlets, brochures, memos, letters, instructions, or plans? From technical or professional literature, material from a library, workbooks or programmed instruction, an encyclopedia, or other reference work?

Have you learned anything at all from a medical doctor, a lawyer, or a counselor? From a financial or tax advisor, a social worker, a coach, a private teacher, a specialist or expert, or individual private lessons?

Have you learned anything from TV news, special documentaries, or other TV programs, radio programs, or in a theatre?

Have you tried to learn from conversations, or from asking questions: that is, have there been any topics or areas that you have tried to learn about from your friends or other people? Have you deliberately sought to learn by seeking out stimulating individuals? Have you tried to learn anything from your parents, your spouse, brother, sister or neighbor?

Perhaps you have learned something in some group? Perhaps in some meeting or discussion group, by attending a conference, a retreat or weekend meeting, through an institute, short course or workshop? From a committee or staff meeting? From a correspondence course or TV? From attending a club or association?

Perhaps tape recordings or phonograph records or "a language lab" helped you learn something during these past months?

Have you learned in a church or synagogue? In a college, university, or school? In some community organization? In a company or factory or office? In a government program? In an exhibition, museum, or art gallery? In some "Y"? At a camp?

Thinking back to nine months ago, try to recall your main jobs, activities, and problems at that time. Were there any efforts to learn connected with these? How about six months ago?

OBSTACLES

Many adults describe problems they have had to deal with in certain learning projects. Of all the projects we've mentioned, what were the major problems that you had to resolve?

Of all the things you have wanted to learn but failed to do (or did not begin), what were the major problems that kept you from the learning?

Looking ahead to the next six months, can you think of any learning projects you would like to begin? If so, what are they?

DEMOGRAPHIC DATA

NAME ______________________ PHONE NUMBER ______________

AGE ____ MARITAL STATUS _______ MALE _____ FEMALE _______

EDUCATIONAL ATTAINMENT (circle highest number that applies)

1. grades 1 - 8
2. high school grades 9 - 12
3. high school diploma
4. some college
5. bachelor's degree
6. master's degree
7. doctor's degree

TOTAL FAMILY INCOME (specify number, if any, for each category)

1. _____ below 4,000
2. _____ 4,000 - 8,000
3. _____ 8,000 - 12,000
4. _____ 12,000 - 16,000
5. _____ 16,000 - 20,000
6. _____ 20,000 - 24,000
7. _____ over 24,000

NUMBER OF CHILDREN (specify number, if any, for each category)

1. _____ none
2. _____ under 6 years old
3. _____ 6 - 11 years old
4. _____ 12 - 17 years old
5. _____ 18 - 22 years old
6. _____ over 22 years of age

WHAT TYPE OF WORK DO YOU DO? ______________________________

WITH WHAT FIRM? ______________________________________

HOW LONG HAVE YOU WORKED THERE? ____________________________

Card 1 - Time

1. In studying learning projects it is important to distinguish between the amount of time spent learning how to do something and the amount of time spent actually practicing what you've learned or developing a finished product. Approximately how much time have you spent on this project altogether?

2. Perhaps you spent some of the time deciding what to learn, and how to learn it. This would include where to get help or advice, whether or not to proceed with the learning, getting advice about these decisions from people, books, or other sources.

   Some of your time might have been spent traveling to a meeting or library, finding the right book or person, or arranging appropriate conditions for learning.

3. During some of the time, your major immediate goal might have been to gain certain knowledge or skill. That is, you spent the time reading, listening, observing, or learning in some other way - and your desire to gain and retain certain knowledge and skill was stronger than all your other motives put together during that time. (You might have also picked up some relevant information or skill during certain other conversations, practice, or other times, but we won't count them here unless your primary intention during that session was to learn).

Card 2

Certain kinds of learning require a learner to go somewhere special to learn or need certain conditions in order for the learning to take place. Such as learning dark room procedures or cooking techniques. Other learning projects could be carried on in a variety of situations but some action may have to be taken to make the location quiet or free from interruptions. And sometimes no conscious decisions are made by the learner at all in choosing where his learning will take place.

In your learning project:

1. Where did the majority of learning activities take place?

2. Did you encounter any problems with deciding on a place to learn?

Card 3

There are four different sorts of learning efforts, according to who directs them. That is, a person's efforts to learn can be classified according to who was responsible for the various tasks that made up the learning project. For example, who decided what you should read or hear, or what else you should do in order to learn?

1. Some learners decide to attend a group or class or conference, and to let the group (or its leader or instructor) decide on the activities and tasks. A group may be of any size from a few persons to several hundred.
2. In other learning efforts, the planning or deciding about each task is handled by one person, who helps the learner in a one-to-one situation. That is, there is one helper (or instructor, teacher, expert, or friend), and there is only one learner. These two persons interact face-to-face, or through correspondence or the telephone.
3. In some learning projects, most of the tasks resided in some object (some non-human resource) such as recordings, programs, or a set of programmed instruction materials.
4. In other learning projects, the learner himself retains the sole responsibility for the day-to-day planning and decision-making. He may seek advice from various people and use a variety of materials and resources. But he himself usually decided just how to handle each task.

Card 4

During your efforts to learn, you probably used a variety of resources.

Some of these resources may have been people who helped you in some way, perhaps by giving advice or suggestions, or by cheering you up or increasing your motivation. Others may have recommended or provided materials or equipment for you.

Resources are often the materials you need for your learning, such as books, supplies, and the equipment involved in your project.

What were the resources - both human and non-human - that you used in this project?

Card 5

Sometimes the cost of a learning project is considered before the project is begun. In other learning projects, the learner is not really sure of what the total expense will be until the project is under way.

In your learning project, how much money would you estimate that you have spent on each of the following items. We are looking only for the direct costs involved with your learning, if you used resources which were already around your house, or were given to you, do not include those in your estimates.

1. Deciding and planning
2. Arranging and traveling
3. Planners
4. Resources
5. Other

INTERVIEW PROCEDURE

I. INTRODUCTION

II. LIST ALL LEARNING PROJECTS
Probe Sheets (C and D)
Accept or reject them as learning projects by asking questions

III. LET INTERVIEWEE SELECT ONE
Make sure it is clear and acceptable as a learning project

IV. GIVE INTERVIEWEE CARD 1 (TIME) - LIST:
1. All episodes and time for each
2. Time 3 (total time at learning)
3. Time 2 (deciding, planning, traveling, and arranging)
4. Time 1 (total time in project)

V. CARD 2 (SUITABLE PLACE)
1. Where did the majority of learning activities take place?
2. Did you encounter any problems with deciding on a place to learn? If so, how did you resolve them?

VI. WHEN TO LEARN
1. What % of learning in your spare time?
2. Rearrange daily routine? If yes, record changes.

VII. SETTING GOALS/EVALUATING PROGRESS
1. Goal?
2. Points at which evaluate progress?
3. Did you change goal or methods? If yes, record.
4. Seek other people or examples to help evaluate?

VIII. CARD 3 (PLANNERS)
1. Primary planner.

IX. CARD 4 (RESOURCES) - LIST ALL RESOURCES USED.

X. AT WHAT POINTS WITHIN YOUR LEARNING PROJECT WOULD YOU HAVE LIKED MORE HELP?

XI. HOW MUCH MONEY WOULD YOU ESTIMATE YOU SPENT?

XII. OBSTACLES

XIII. DEMOGRAPHIC DATA SHEET

XIV. END INTERVIEW COURTEOUSLY

APPENDIX D

QUESTIONNAIRE

____
Name

ADULT LEARNING PROJECT

QUESTIONNAIRE

The purpose of this study is to obtain information which will help adult educators organize more meaningful programs for adults.

The form you are being asked to fill out is simply a convenient way to gather data on adults as continuing learners. The information collected will be used for research purposes only. All responses are held in the strictest confidence. Your frank answers will be of great value. Please follow the directions carefully.

- -

READ EACH QUESTION CAREFULLY AND CIRCLE THE LETTER OF THE ANSWER THAT APPLIES TO YOU. FOR EXAMPLE:

How many people live in your town or city?

a. Under 10,000 population
b. 10,000 - 29,000 population
[✓ c.] 30,000 - 49,999 population
d. 50,000 - 99,999 population
e. 100,000 - population and above

If you currently reside in a community with a population from 30,000 to 49,999, circle #c as your answer.

---

1. Are you currently enrolled in a course or other educational program?

a. Yes If yes, what is that?______________________________
b. No Is it for credit or non-credit?______________________

2. Would you be interested in continuing your education?

a. No If no, why not?______________________________
b. Yes, full-time
c. Yes, part-time

3. What would be the primary reason for continuing your education?

a. personal growth; self-fulfillment
b. update earlier education
c. fulfill certification
d. prepare for a future career
e. dissatisfied with present financial or professional status
f. to escape from household routine
g. other (please specify)
____

4. Would you want to take courses for:

   a. credit
   b. non-credit

5. Most people have things they'd like to learn more about, or would like to be able to do better. Is there anything in particular that you'd like to know more about, or would like to learn how to do better?

   a. Yes
   b. No
   c. I don't know

   If yes, what is that?____

   Is there any particular reason why you would like to learn this subject or skill?____

6. Suppose you wanted to take a course related to your own line of work. Would there be any place here in ____________________ where you could take it?

   a. Yes
   b. No
   c. I don't know

7. In general, do you think that educational classes for adults are an important thing for people to spend money on, or do you think that such money would probably be better spent on something else?

   a. An important thing.
   b. Better spent on something else.
   c. I don't know (no opinion).

BELOW IS A LIST OF THE DIFFERENT TYPES OF INSTITUTIONS, AGENCIES AND GROUPS WHICH OFFER ADULT EDUCATION COURSES IN SOME COMMUNITIES. FOR EACH OF THESE, WOULD YOU PLEASE CHECK (✓) WHETHER ANY ORGANIZATIONS OR INSTITUTIONS OF THIS TYPE OFFERED COURSES FOR ADULTS IN YOUR COMMUNITY DURING THE PAST YEAR.

Type of Institution and Offering	Yes	No	I don't know
1. Universities or colleges offering adult evening classes for credit.			
2. Universities or colleges offering non-credit adult evening classes.			
3. Universities or colleges sponsoring conferences, workshops, and institutes open to local adults.			
4. Universities or colleges sponsoring lectures and related activities open to local adults.			

(Please check one)

Type of Institution and Offering	Yes	No	I don't know
5. Secondary schools offering adult evening courses for credit.			
6. Secondary schools offering non-credit adult evening classes.			
7. Local libraries sponsoring adult education activities.			
8. Local museums sponsoring adult education activities.			
9. An educational television channel that is within the city.			
10. Government agencies			
11. Fraternal and social groups (such as the Masons, Odd Fellows, etc.)			
12. Business groups (such as Chambers of Commerce)			
13. Civic and political groups (such as political parties, League of Women Voters, etc.)			
14. Labor unions			
15. Religious groups (church-centered groups of any type)			
16. Veteran's organizations			
17. Recreational and sports groups (such as game clubs, hunting groups, etc.)			
18. Agricultural associations			
19. Cultural organizations (such as drama and music clubs)			
20. Community service groups (such as YMCA, YWCA, Boy Scouts, etc.)			

LISTED BELOW ARE EIGHT GENERAL SUBJECT AREAS. WITHIN EACH AREA A VARIETY OF SPECIFIC COURSES COULD BE PLACED. FOR EACH AREA WE WOULD LIKE TO KNOW WHETHER ANY COURSES OF THIS TYPE WERE OFFERED IN YOUR CITY DURING THE LAST YEAR. FOR EACH CATEGORY, THE POSSIBLE ANSWERS ARE:

A. YES, COURSES OF THIS TYPE WERE OFFERED.
B. NO, ID KNOW OF NO COURSE FITTING THIS DESCRIPTION THAT WAS OFFERED.
C. I DON'T KNOW WHETHER COURSES OF THIS TYPE WERE OFFERED.

Please place a check (✓) in the appropriate answer space.

Were courses offered in this general category?	Yes	No	I don't know
1. General education subjects: academic subjects of the sort studied as part of a high school or college education, but excluding all business, trade, vocational, technical, professional or other job-related courses.			
2. How about job-related skills or other job-related skills: subjects and skills used in the professional, technical, business, office, clerical, sales spheres, in the skilled trades and in semi-skilled occupations.			
3. How about hobbies and recreations: classes dealing with arts, crafts, and skills and interests for spare time enjoyment.			
4. How about courses dealing with home and family life: topics pertaining to the establishment, maintenance or improvement of a home, and to carrying out household duties and family responsibilities.			
5. How about classes in personal development: subjects and skills aimed at helping people expand themselves in the areas of health, physical fitness, personality development, interpersonal and social skills, basic reading and writing.			
6. How about classes in religion, morals, and ethics, akin to the notion of "personal development," but concerned exclusively with the area of spiritual, moral, and ethical development.			
7. How about current events, public affairs, and citizenship: topics dealing with social, political, and economic affairs.			
8. How about agricultural subjects: all topics related to farming or commercial gardening.			

WE WOULD LIKE TO KNOW HOW OFTEN YOU PARTICIPATE IN THE FOLLOWING ACTIVITIES. CIRCLE THE NUMBER BELOW THAT BEST INDICATES THE DEGREE OF YOUR PARTICIPATION IN EACH OF THE FOLLOWING ACTIVITIES OVER THE LAST 12 MONTHS.

READ MAGAZINES:

1. Never
2. 0 - 2 hours per week
3. 3 - 5 hours per week
4. 6 - 8 hours per week
5. over 8 hours per week

VISIT MUSEUMS AND/OR ART GALLERIES:

1. Never
2. Once
3. 2 - 3 times
4. 4 - 5 times
5. over 5 times

ATTEND PUBLIC LECTURES:

1. Never
2. 1 - 3 times
3. 4 - 6 times
4. 7 - 9 times
5. over 9 times

WATCH PROGRAMS ON TV:

1. Never
2. 0 - 4 hours per day
3. 5 - 8 hours per day
4. 9 - 12 hours per day
5. over 12 hours per day

ATTEND STAGE PLAYS:

1. Never
2. Once
3. 2 - 4 times
4. 5 - 7 times
5. over 7 times

LISTEN TO PROGRAMS ON THE RADIO:

1. Never
2. 0 - 3 hours per day
3. 4 - 6 hours per day
4. 7 - 9 hours per day
5. over 9 hours per day

TAKE COURSES AT SOME AGENCY OR INSTITUTION OF ADULT EDUCATION:

1. None
2. 1 course
3. 2 - 3 courses
4. 4 - 5 courses
5. over 5 courses

ATTEND MOVIES:

1. Never
2. 1 - 4 times
3. 5 - 8 times
4. 9 - 14 times
5. over 14 times

ATTEND OPERA AND/OR BALLET:

1. Never
2. Once
3. 2 - 4 times
4. 5 - 7 times
5. over 7 times

MEET WITH DISCUSSION GROUPS SUCH AS "GREAT BOOKS" OR "WORLD POLITICS":

1. Never
2. 1 - 2 times per month
3. 3 - 4 times per month
4. 5 - 6 times per month
5. over 6 times per month

ATTEND SYMPHONIES, CONCERTS:

1. Never
2. Once
3. 2 - 4 times
4. 5 - 7 times
5. over 7 times

LISTEN TO RECORDED MUSIC:

1. Never
2. 0 - 3 hours per day
3. 4 - 6 hours per day
4. 7 - 9 hours per day
5. over 9 hours per day

TAKE TRIPS FOR EDUCATIONAL PURPOSES (to visit, for example, historical landmarks, to hear an expert speak on a subject of interest to you):

1. None
2. 1 trip
3. 2 trips
4. 3 trips
5. Over 3 trips

TAKE CORRESPONDENCE COURSES:

1. None
2. 1 course
3. 2 courses
4. 3 courses
5. Over 3 courses

ATTEND CONFERENCES OR WORKSHOPS:

1. None
2. 1
3. 2
4. 3
5. Over 3

HOW OFTEN DO YOU GLANCE THROUGH A NEWSPAPER:

1. Never
2. Every day
3. Every other day
4. Once or twice a week
5. Less than that

BELONG TO ORGANIZATIONS, ASSOCIATIONS, CLUBS:

1. No memberships
2. 1 - 2 memberships
3. 3 - 4 memberships
4. 5 - 6 memberships
5. Over 6 memberships

ATTEND MEETINGS THAT ARE OF BUSINESS, PROFESSIONAL, POLITICAL, CIVIC, OR LABOR TYPE:

1. None
2. 1 - 2 per month
3. 3 - 4 per month
4. 5 - 6 per month
5. Over 6 per month

HOW MANY BOOKS HAVE YOU READ SINCE LAST SEPTEMBER:

1. None
2. 1 - 3 books
3. 4 - 6 books
4. 7 - 9 books
5. 10 - 12 books
6. Over 12 books

PLEASE CIRCLE THE ANSWER WHICH BEST CORRESPONDS TO YOUR OWN OPINION.

1. From your own experience, or from what you have heard, what type of people would you guess more often attend adult education classes?

    a. Women
    b. Men
    c. Both
    d. I don't know

(Please circle the letter of the answer which corresponds to your own opinion.)

2. Which age group would you say participates more in adult education?

   a. Younger people
   b. Middle-aged people
   c. Older people
   d. All age groups
   e. I don't know

3. What would you say is the marital status of most of the participants?

   a. Married
   b. Single
   c. Both
   d. I don't know

4. How would you rate the people who attend these classes as to their feelings about their life?

   a. Pretty satisfied
   b. A little satisfied
   c. Not satisfied
   d. I don't know

5. What would be their main goal in life?

   a. To get ahead in life
   b. To enjoy life
   c. Both
   d. I don't know

6. What would you say their educational background is?

   a. They have been to college.
   b. They have not been to college.
   c. Both groups.
   d. I don't know

7. What type of things do you think people want to learn about?

   a. Practical things
   b. New ideas
   c. Both practical things and new ideas
   d. I don't know

HERE ARE SOME OF THE REASONS PEOPLE HAVE GIVEN FOR NOT ATTENDING ADULT EDUCATION CLASSES. PLEASE READ THESE OVER AND INDICATE IN THE BOX TO THE RIGHT WHICH REASONS WOULD APPLY TO YOU AND WHICH WOULD PROBABLY NOT APPLY TO YOU.

PLEASE CHECK ONE FOR EACH REASON (✓)

Reasons for Not Taking Courses	Would Apply To Me	Would Not Apply to Me	I Don't Know
1. I don't think there are any adult education courses available around here.			
2. The things I have heard about don't sound very interesting.			
3. I can learn all I need to know without going to classes to do it.			
4. I'm usually too tired at night to go out to classes.			
5. I'm much too busy with other things and just wouldn't have the time.			
6. I'd feel kind of childish going out to classes at night.			
7. Although I'm interested in a lot of things I'm really not the studying type.			
8. It would be hard for me to get out of the house at night.			
9. Right now I just couldn't afford the money it would cost.			
10. I'd probably be too old to start learning new things.			
11. I'd feel like a stranger. I wouldn't know anyone taking courses.			
12. I don't have transportation to the courses.			
13. My husband/wife does not like the idea of my taking classes.			

14. List some other reasons you might have for not taking adult education courses that were not mentioned above. ____

____

THANK YOU!

APPENDIX E

KNOXVILLE LEARNING PROJECTS

DOCTORAL DEGREE

1. Fundamental analysis of stock activity.
2. Financial planning for immediate and future family needs in property investment.
3. Learning new process as an industry consultant.
4. Collective bargaining in Higher Education.
5. Research in writing for his book.
6. Improving skills for job in forestry management and marketing.
7. General knowledge of Puerto Rico.
8. Learn how to teach Introductory Philosophy (include course material).
9. Management training.
10. Learn how to deal with problems in the committee by working on the Mental Health Board.
11. Learning about the people and cultures of Germany.
12. Learning more about local history.
13. How to grow roses.
14. Learning to coordinate religious education programs.
15. Learning to counsel high school seniors.
16. Wine making.
17. Learning to ride a trail bike.
18. Study of the Criticism of American Schools for the Deaf.
19. Study and appreciation of wines.
20. Scuba diving.

MASTER'S DEGREE

1. Conveying religious thought in the absence of a common language.
2. Salesmanship and management (training employees to sell).
3. Concrete (to remain skilled in chosen profession).
4. How teenagers learn and develop.
5. Learn nuclear reactor controls and safety.
6. Visit to East Africa.
7. Learning new aspects of the technology of predicting fracture in structural steel.
8. How to use woodworking tool to make furniture.
9. Studying business - stocks and bonds.
10. Learning about Appalachian Culture.
11. Learned how to make drapes and curtains.
12. Buying a condominium.
13. Teaching new white teachers and black students to work in a class situation well together.
14. Learning how to improve communications with Black Americans.
15. Looking for new innovations for teaching a reading methods course.
16. Learning to speak Dutch.
17. Learn about the decay of cities.

BACHELOR'S DEGREE

1. Learning to improve golfing skills.
2. Learning latest college subject matter - job related.
3. Personal development.
4. Learning more about the Watergate Affair.
5. Learning about retailing clothing.
6. Learning how to set up a new factory.
7. School physical plant administration.
8. New tunes for guitar.
9. Automotive safety provisions.
10. Be up on the latest men's fashions.
11. Learn about Nature (wild flowers, animals, plants, etc.)
12. Data Processing - for job.
13. Learning about Canada - Nova Scotia on vacation.
14. Raising strawberry plants.
15. Learn how to apply my knowledge in agriculture to help the people in Woodbury, Tennessee; as to what the best methods in agriculture are for particular farming problems.
16. Self-improvement to develop leadership skills.
17. Gain knowledge into the field of Psychiatry.
18. Design through line - Art Course.
19. Learning about what kind of car to buy.
20. Learn about new type of insurance and the selling of it.
21. Learn about Early American time period and to build a model railroad.
22. Learning about drawing (Art).
23. Learning rules and regulations of accounting.
24. Sheet marketability.
25. Learn about child raising.
26. Life insurance.
27. Learning how to play the organ.
28. How to keep a car in safe running condition by keeping in good repair.
29. Learn about San Francisco tourist attractions.
30. Heart and Eyes (had heart attack; cataracts as result of drugs)
31. I.V. attitudes (to do with pharmacy).
32. Photography.
33. Shopping for furniture to furnish entire apartment.
34. On-the-job training - Chemistry and Physics Lab.
35. Training at work at Finance Company - learning about processes of Company.
36. Knowledge of human body necessary for job as pharmaceutical salesman.

37. Construction techniques.
38. Stamp collecting.
39. Learn how to operate phototype and camera setting and electric scanner.
40. Learn instincts and habits of bass for fishing.
41. Business management.
42. Stock market (investing).
43. Reading in history.
44. Genealogy.
45. Marketing techniques.
46. Learning about federal income tax structure.
47. How to run a finance company.
48. Writing short stories.
49. Applying insurance solutions to person needs (customers).
50. Learning to speak and read Spanish.
51. Knowledge necessary for a job as electrical engineer.
52. Studying drug abuse.
53. How to grow better vegetables and fruits in gardening.
54. Training classes in Mormon Church.
55. Determine if he had ability to throw a pot and if it was worth the investment of a wheel.
56. Supervising a community project.
57. How to repair air conditioners and electric heaters.
58. Developing human relations at work/in personal life.
59. Learning how to plan to build a house.
60. Learning to resolve business organizational problems to obtain equitable treatment of department members.
61. To learn about vocational shop skills.
62. Attempt to learn how to apply honesty in human relationships.
63. Learning how to set up a small business.
64. Learning how to keep books for a non-profit organization.
65. Learning about houses for rent.
66. Learning about herself and effective relationship with others.
67. Learning and improving golf.
68. Decoupaging.
69. Learn about being community development director.
70. Learning to tune his car.
71. Bass fishing.
72. Play the violin.
73. Learn about upkeep, safety, and handling of boats and how to use navigational aids effectively.
74. Learn about marriage preparation.
75. Learn about self and recurring mental problem.

SOME COLLEGE

1. Learning how to do architectural specifications.
2. Learning in his job a specialized field of electronics called meterology - had this area for nine months.
3. Learning how to take care of animals.
4. Training for his promotion to become supervisor at Rohm and Haas.
5. Prenatal care.
6. Labor laws (for union where works).
7. How to take care of a child.
8. Learning to be a secretary for a hospital administrator.
9. Learning new job skills.
10. Re-evaluating relationships with future fiance'.
11. Musical - 50 pieces for an organ.
12. Learning about drawing.
13. Decorating interior and exterior of mountain cabin.
14. Workable knowledge of principles of electronics and use of electronic equipment.
15. Learning what breeds of cattle to raise and how to raise them.
16. Learn about corruption in government with regard to Watergate.
17. To breed and raise the best cattle possible.
18. Learning current information on printing due to paper shortage - economic situation of printers.
19. Learning about moving into a new house in a strange town.
20. Learning organizational procedures for Bible School.
21. Learning how to redecorate her home.
22. Self-analysis and re-evaluation of kinds of people.
23. Gaining knowledge of Mexican culture through going there.
24. Finding out what part-time jobs are available.
25. Improving cooking skills.
26. Learned how to run shoe business and children's wear store.
27. Developing new distribution methods for Ladies Hosiery.
28. Management workshop on human needs and problems.
29. Learn how to do ceramics.
30. How to construct a structurally sound form (concrete).
31. Keep up on Watergate situation.
32. Learning about boating (Coast Guard).
33. Refinishing one particular chair.
34. Learn chemistry background behind plastics.
35. How to maintain a car.
36. Skills necessary for a job as lab technician at Plastics Company.
37. Insurance training to be financial advisor.
38. Learning to pilot a plane better.
39. Becoming a Football official.
40. Learn about deer hunting in hills of South Dakota.

41. Rug tufting.
42. Techniques of needlepoint and creativeness.
43. Learning more about patterns and other sewing techniques.
44. Learning financial planning in connection with insurance.
45. Learning about photography.
46. Learning how to be a dental receptionist.
47. In-service training.
48. Learning to decorate towels.
49. Individual relationship to environment.
50. Deciding on a new car.
51. Trying to understand our economy and where it's going.
52. Learned drafting to use in efficient production of mobile homes.
53. Designing and building basements.
54. Learn to be a keypunch operator.
55. Highway and driving safety.
56. Learn about the Western states.
57. On-the-job training at Air Pollution Control Company.
58. Learning more about Plant operations.
59. Learning more about the Bible.
60. Learning about and improving make-up to use them to sell.
61. Handcrafts (knitting and crocheting).
62. Investing in Stock Market.
63. Learning French.
64. Bible study.
65. Learning about making hatchcover tables.
66. Learning how to be a more efficient boatman.
67. Learning to play the guitar.
68. Restoring antiques.
69. Bible lessons for Adult Sunday School.
70. How to make different kinds of candles.
71. Learn about gems and minerals.
72. Learning about horses and ponies.
73. Study Bible.

HIGH SCHOOL DIPLOMA

1. Deciding on the type of car to buy.
2. Studied church's lighting for improvement.
3. Learning to play the piano.
4. Keeping up with truck driving requirements for his job. Learning what the current requirements are to complete his job.
5. How she could retire early.
6. Deciding on what kind of new car to buy.
7. Making sure his car is in perfect running order - learning best way to do it for this model.
8. Learning how to accomplish beautification project for Kingston Pike.
9. Learn better ways of masonary building construction.
10. Learning about photography.
11. Personal finance management.
12. Choosing a career.
13. Becoming her church's treasurer.
14. Skills for job with Social Security office.
15. Learn about woodworking.
16. Learning how to buy a motorcycle.
17. Improving skills for managing basketball and softball teams.
18. How to use statistics to help in the job.
19. Management (working with people).
20. Learn basic math needed for a first class radio telephone operator's license.
21. Learning to build an automotive compressor (air-conditioning unit).
22. Improving verbal skills for personal benefit.
23. Learned how to run doctor's business office.
24. On-the-job training - traffic light engineer.
25. Learning bookkeeping.
26. Learning about flowers and shrubs.
27. Learning more about designing and developing computer components.
28. How to be a purchasing agent.
29. Learning about antiques, primitives and early country furniture.
30. Learn to install new furnace control on home heating system.
31. How to survive the out-of-doors.
32. Preparing for a trip to New Orleans.
33. Improving vocabulary.
34. Homilectics - art of writing and preaching sermons.
35. Learning about Bible history.
36. Improving management skills.
37. Learning how to crochet an afghan.
38. Learning how to weave an afghan.
39. Learning about current developments in electronics.

HIGH SCHOOL - GRADES 9-12

1. Job training as a sales representative.
2. Building new Weigels Store.
3. Learning how to inventory and order Christmas liquor stock so that stock is used up (all sold) when January 1st arrives.
4. Registered Nurse's work.
5. Making a new screen enclosure.
6. Learn butter-making process.
7. Learning all about and making ceramics.
8. Finding out about problems of drugs; to have knowledge and benefit for children.
9. Making vegetable soup.
10. Learning about inheritance taxes.
11. How to improve relationships between employees and management.
12. Learn new ways (recipes) for Southern-style cooking.
13. Learning about book of Genesis.
14. Learning more about his business (buying and selling used cars).
15. Learning about retail business.
16. Learning how to decorate my house.
17. Vacuum cleaner sales work.
18. Learning more about NASCAR drivers and cars.
19. Learn fundamentals of electronics.
20. Learning to operate a profitable self-owned photography bus.
21. Study of astrology.
22. Trying to learn daughter's vocabulary and teach her correct speech.
23. Learning small inexpensive crafts.
24. Learn more about Bible characters.
25. Learn to crochet.

GRADES 1-8

1. Fishing.
2. Study of Bible.
3. Bible lessons in order to teach Sunday School for young marrieds.
4. Learning how to operate a "chipper" or how to service it.
5. Bible.
6. Know about the history in Bible - particularly Old Testament.
7. Car repairs.
8. Learning about her medical problems.
9. Learning to buy a new refrigerator.
10. Learning more about the Bible.
11. Learn how to maintain new perma-press force press.
12. How to repair new types of industrial sewing machines.
13. How to effectively utilize income tax provisions.
14. Learning about local property tax assessment.
15. Opening new business.
16. Gardening.
17. Lay-out/blueprint reading.
18. Learning how to get along with people as a foreman.
19. Learning better how to make money buying and selling antiques.
20. General knowledge of local, state, and national politics.
21. Learning about sickle cell anemia.
22. To learn about life after death.
23. Preparation for Radio Speaking.

APPENDIX F

MONROE COUNTY LEARNING PROJECTS

MASTER'S DEGREE

1. Learning to teach secretarial practice course.
2. Learn cooking methods (special diet foods for ill mother).
3. Learning about television as an education aid.
4. To learn about time/space continuum.
5. Learned about Amelia Earhart's mystery.

BACHELOR'S DEGREE

1. Organize new delivery service.
2. Learn about raising Dahlias.
3. Studied about HUD program.
4. Learning about Tudor England.
5. Learn about Fold Art painting.
6. Crewel.

SOME COLLEGE

1. Has learned accounting methods.
2. Has just learned to sew.
3. Learning about the Bible.
4. Mentally retarded child.
5. Building holding pen and corral for cattle.
6. Learning how to pass the test for real estate salesman license.
7. Learning to direct the women's missionary union at church.
8. Learning and using the new Chancery Court rules.
9. Learn child care.
10. Learn about child rearing, particularly potty training.
11. Has just learned to sew (make own clothes).
12. Learning to crochet.
13. Learn to teach vacation Bible School.
14. Learn modern Math.
15. Has learned about Watergate.
16. Learn background history in preparation to teach course in Junior High School.
17. Has learned about the Fije Islands.
18. Learning about having a house built.
19. Switch railroad cars.
20. Learning to make wine.
21. Learn and memorized three pieces (Liszt, Greig, and Cham).
22. Learn skills associated with real estate sales.
23. Crocheting.
24. Budgeting on groceries.
25. Learn to work with a pattern on fabric.
26. Funeral directing and embalming.
27. Counselor on death and dying.
28. Learning more about the Bible.
29. Has learned about child care.

HIGH SCHOOL DIPLOMA

1. How to housebreak an animal and care for it.
2. Learn how to play an organ.
3. Handicrafts (making various items).
4. Learning to teach young Bible studies at church.
5. Learning to make flake caustic.
6. Learn to do decoupage.
7. Learn about organized labor.
8. Learn to crochet.
9. Learn to buy and finance a new house.
10. Barrell racing with horses.
11. Learn about Fort Loudon.
12. Learn more about psychology.
13. Learn about building a cattle holding pen and squeeze chute.
14. Learn about child care.
15. Farm record keeping and analysis.
16. Learn to be a machinist.
17. Learn about flower gardening.
18. Learn how to handcraft or woodcarving.
19. Learn about new books published in church work, youth work.
20. Learn to keep nursery at Bible School.
21. Learn more about crocheting beads.
22. Learn to make an afghan.
23. Learn to adopt their grandchildren.
24. Learn to understand "modern math".
25. Learn about the crafts of ceramics.
26. Learn to make a man's sportcoat.
27. Learn to repair foreign cars.
28. Learning new skills at work.

HIGH SCHOOL - GRADES 9-12

1. Learn more about the Bible.
2. Learning vegetable gardening.
3. Learn how to clean carpets (of different materials).
4. Learn to speak in public.
5. Learn how to buy a color television.
6. Learning to control mosquitos on a farm.
7. Learning to type.
8. Has learned about the Watergate issue.
9. Learning about charismatic movement.
10. Electrical words.
11. Bookkeeping.
12. Operating heavy equipment.
13. Learning about space program.
14. Canning home vegetables.
15. Learn to sew.
16. Telephone cable.
17. Child care..
18. Refinishing a bedroom unit.
19. Learning to buy a boat.
20. To learn how to publish a newspaper.
21. Learn to weave an afghan.
22. Learn about buying a car.
23. Learning to play billiards - improve skills.
24. Trying to teach daughter vocabulary, correct words.
25. Learning to crochet.
26. Learning to work as a weaver.
27. Learning new vehicle safety inspection laws.
28. Learning small inexpensive crafts.
29. Learn about tool and dye.
30. Learn about reupholstering a chair.
31. Learning about business management of a restaurant.
32. Making bread - different kinds.
33. Knowing about Vietnam Prisoners and their release.
34. Learn about the Navy.
35. Learn to play the pipe organ.
36. Learn about childbirth.

GRADES 1-8

1. Learning more about the Bible.
2. Vegetable gardening.
3. Learn about child care.
4. Learn to sew.
5. Learn how to grow flowers.
6. Learn about Watergate.
7. Raising chickens.
8. Learning about sanitary landfills.
9. Learn how to cook better, and cheaper.
10. Learn how to care for a baby.
11. Learn how to install panelling.
12. Learn how to sell mules.
13. Learn more about cooking.
14. Learn to bake and decorate special occasion cakes.
15. Learn how to put siding on a house.
16. Learn to type.
17. Learn about various types of potatoes.
18. Learn more about the space program on television.
19. Learn about new types of locking mechanisms.
20. Learn how to get rid of garden insects.
21. Learn more about first-aid.
22. Learn about current events.
23. Learn about home improvements.
24. Learn how to mold.
25. Learn to operate air drills.
26. Learn about Charolais cattle and trading.
27. Learn how to refinish old furniture.
28. Learn more about plumbing.
29. Learn about plumbing.
30. Learn to resolve business matters.
31. Learn what the schools are teaching in sex education and how to help children with it.
32. Gardening - tomatoes.
33. High blood pressure.
34. Learning about the Bible.
35. Learn about the Bible.
36. Learn about vegetable gardening.
37. Learn to work with greenware in ceramics.
38. Study the Bible.
39. Learn to sew polyesters.
40. Learn how to use buttonhole attachment on sewing machine.